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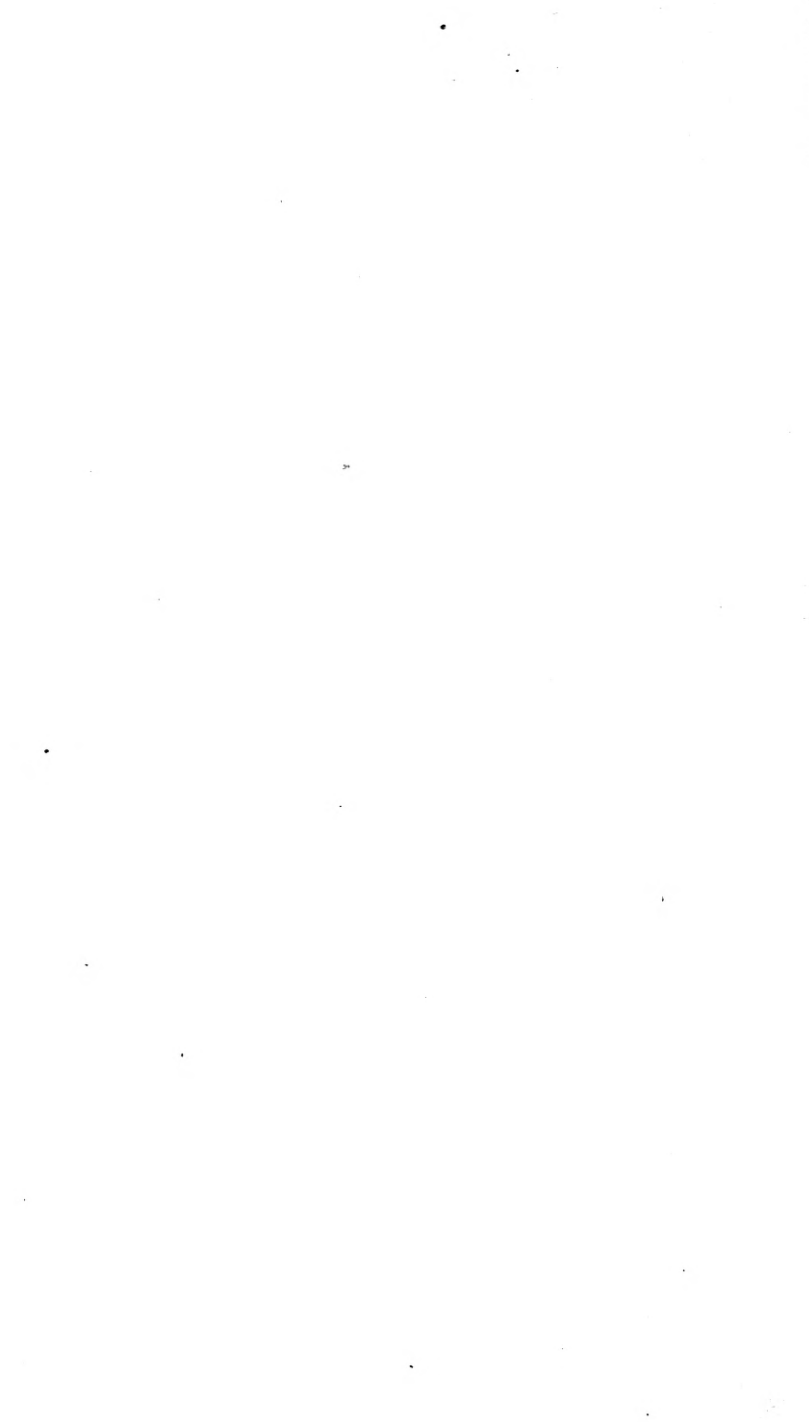
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ANNUAL REPORT

OF THE

STATE SUPERINTENDENT

OF

PUBLIC SCHOOLS OF NEW JERSEY,

FOR THE YEAR 1848.

READ JANUARY 22, 1849, AND ORDERED TO BE PRINTED

TRENTON:

PRINTED BY SHERMAN AND HARRON.

1849.

REPORT OF THE STATE SUPERINTENDENT.

OFFICE OF THE SUPERINTENDENT OF PUBLIC SCHOOLS, }
PERTH AMBOY, January 15, 1849. }

To the Honorable the Legislature of the state of New Jersey :

In compliance with the requirements of the fourteenth section of the " Act to establish public schools," the following REPORT is respectfully submitted :

The nineteen counties of the state contain one hundred and seventy-four townships, in which are about one thousand, six hundred and forty school districts.

In order to ascertain whether the present system of supervision has been attended with any beneficial result, the following statistical extracts are referred to :

In 1845, reports were received from one hundred and two townships, and nine hundred and ninety-one districts.

In 1846, reports were received from one hundred and thirty townships, and one thousand, two hundred and twenty-two districts.

In 1847, reports were received from one hundred and fifty-five townships, and one thousand, three hundred and seventy-six districts.

In 1848, reports were received from one hundred and sixty-

two townships, and one thousand, four hundred and forty-six districts.

In 1845, the amount of money appropriated for school purposes was fifty-four thousand, six hundred and thirty-two dollars and thirty cents.

In 1846, the amount of money appropriated for school purposes was sixty-seven thousand, nine hundred and forty dollars and eighty-one cents.

In 1847, the amount of money appropriated for school purposes was eighty-nine thousand, eight hundred and fifty dollars and fifty-four cents.

In 1848, the amount of money appropriated for school purposes was one hundred and one thousand, nine hundred and seventy-seven dollars and thirty-three cents.

[The amount appropriated by the state being the same each year, thirty thousand dollars.]

In 1845, the entire number of children taught in district schools was forty-one thousand, seven hundred and fifty-two.

In 1846, the entire number of children taught in district schools was fifty thousand, one hundred and forty-seven.

In 1847, the entire number of children taught in district schools was fifty-two thousand, seven hundred and ninety-five.

In 1848, the entire number of children taught in district schools was sixty-six thousand, four hundred and six.

These statements show a regular and progressive increase of attention on the part of the township and district officers, in the number of children receiving the benefit of our public schools, and the amount of money appropriated for their support—the amount of money being almost doubled within the last four years; and it will be seen by the statement that the amount raised during the last year by the several townships, has reached its maximum under the restrictions of the present law, and points broadly and speaks loudly in favor of increasing the amount given by the state, and of withdrawing the restrictions which at present exist.

It is gratifying to state, that the interest manifested by the great body of our citizens in behalf of public schools, has in-

creased during the past year. This is apparent, as well from the reports of the town superintendents, (some of which are hereto annexed,) as from personal observation. Our citizens are beginning to consider the subject of the education of their children, not only as eminently deserving their own attention, but as entitled to the fostering care of the state.

In many townships, public meetings have been called to consider the propriety of establishing free schools, that all the children, without distinction, might receive the benefit of a thorough and substantial education; and, believing that the benefit thus derived would be a common one, they think it but right that the expenses incurred thereby should be borne in common, or in proportion to the relative amount of property possessed by each individual.

* Applications will be made to your honorable body during the present session, by the inhabitants of several townships, for the passage of a law authorizing them to levy a tax in the usual legal manner for the establishment and support of free schools. These applications are recommended to your favorable consideration; for, although the propriety of establishing an entire system of free schools throughout the state may and will be doubted by some, there can be no hesitation as to the propriety of allowing the inhabitants of such townships as may desire it, the privilege of a trial.

This is no new experiment—the system has existed from the earliest settlement of New England, and has been attended with the happiest results. It has also been introduced into other states, with similar benefit; and in all the larger cities and villages of the state of New York, they are provided for by special enactment, and are found to conduce not only to the more general diffusion of knowledge and intelligence, but have materially lessened the expense which has hitherto attended the establishment of schools under the district system. The superintendent of public schools in that state, speaking of the irregularity of attendance, and the small amount of time spent in school, in certain sections where the public money and its equivalent alone is expended, thus remarks:—

“The city of New York, with her admirable system of *free schools*, does not present to us this unfavorable and humiliating picture. In that city, although so abundantly supplied with private schools of a high character, one-fourth of all the children reported attended the public schools, during the past year. There are other cities in the state where the schools are *free*, presenting the same favorable results.”

A child attending any school for the short period of one or two months in a year, can derive but little benefit, and before the next year comes around, he has forgotten even that little, and he commences anew, again to go through the same useless process, tiring the patience of teacher and disgusting himself by the futile attempt. The parents also complain that the child does not improve, and forgetting, or blindly overlooking his own neglect of paternal duty, blames the teacher, when the fault lies in keeping his child from school the greater part of the year.

Let not those who have completed the education of their children, nor those who have none, startle at the proposition to tax their property for the benefit of their neighbor's offspring; let them not suppose that it is unjust or oppressive, as it is neither. Fellow citizens are all equally interested in the general diffusion of knowledge, as tending to secure the permanency of our peculiar institutions, for it has been truly remarked, that “a well educated people can never be other than free.” “In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened.” As citizens, then, this duty is plainly pointed out. Education, also, by instructing the moral as well as the intellectual faculties, affords a security to life as well as to property, for the mind which has in youth been trained to virtue, seldom if ever gives energy to an assassin's arm, or directs the robber to his midnight prey. Visit the state prisons or penitentiaries of our land, and investigate the causes which led to the crimes which have incarcerated the wretched beings there; and in the great majority of cases it will be found that a neglected childhood lead to an ignorant and degraded manhood—to vice, to crime,

and punishment. It will also lessen the taxes for the support of the poor. Visit the alms houses scattered over every county in our state, and inquire of their inmates the causes which brought them to their present state. It will be found that ninety-five per cent. have received no education, or one of too limited a nature to prove beneficial; and they were consequently compelled from youth to be "hewers of wood and drawers of water" to their more enlightened neighbors. Unable to gain more than their daily wants required, and sickness or old age came, they had no refuge but the public charity. How much better had that same expense been bestowed in early life—how much wretchedness and suffering it would have saved—how much happiness it would have produced.

It appears from the same report, that whilst the average expense for each child attending a district school during the year was two dollars and four cents, the expense of attending the free schools was, in New York, one dollar and sixty-seven cents for twelve months' tuition; in Brooklyn, one dollar and eighty-four cents; Buffalo, one dollar and fifty-one cents; Rochester, one dollar and seventy-five cents; Williamsburgh, one dollar and eighty cents; showing a great saving in the expense by the free school system.

The above remarks are introduced not with the intention of recommending the establishment of free schools at the present time, but to present the subject for the consideration of the legislature and the community, that they may have ample time to view it in all its bearings; and when it shall appear a proper season to agitate the question with a view to its general introduction as part of our school system, it may be acted upon with promptness, as a matter well digested, upon which those interested in the great cause of popular education have reflected and decided, and requiring only the assent of the legislature to bring it into general use.

In most of the counties in the state, "County Associations" have been formed, for the promotion of public school education, composed of the teachers and friends of education, in the respective counties. At these associations, whose meetings are

generally quarterly, subjects of interest to the teacher and the parent, are introduced, and methods of instructing and imparting information communicated, and other matters of importance to all, discussed. At some of the quarterly meetings, (as is the case in Essex county,) the teachers of the township in which the meeting is held, bring forward classes of children from their schools, the better to illustrate their own method of teaching, and also draw out information from others present. This plan has been found to increase the interest taken in these meetings, and to advance the children attending the various schools, and is confidently recommended to the favorable notice of those associations which have not adopted it. At many of these meetings the most intelligent and influential of the inhabitants have been present and, as honorary members, taken part in the exercises, and they are daily growing in favor, and the most elevated are willing to lend a helping hand. The present Governor of our state is an active member and president of the Sussex county association. It is hoped that during the ensuing year similar associations will be formed in each of the counties of the state.

REPORTS OF TOWN SUPERINTENDENTS.

Reports have been received from a larger number of town superintendents during the present year than the past, and many of them contain valuable suggestions. Believing that the public will be more benefitted by perusing the opinions of these energetic and intelligent gentlemen who, with little recompense, have devoted their time and talents to the mighty work of reform, than by reading the opinions or views of any individual, no matter what his station may be, or how great his experience, extracts from these reports are therefore appended, and the attention of the legislature and community is called to them. They most probably present faithful pictures of the existing state of things.

Great praise is due to the town superintendents as a body—their reports bespeak their intelligence, as their work has

spoken for their zeal, in their respective townships. Much, very much, of all that has been accomplished in the state, in favor of popular education, has been through them. They have labored "in season and out of season," to elevate the office of those engaged in teaching our public schools, the standard of education there received, and the attention which they are entitled to by the parents particularly, but also by every inhabitant. "Well done, good and faithful servants."

Among the improvements introduced through the agency of the town superintendents, none is of more importance in a pecuniary point of view, or more conducive to the comfort of the teacher and improvement of the scholar, than an uniformity of text books. This has been accomplished to a great extent during the past year, and it is strongly recommended to those who have delayed so doing, that they enter upon the work without loss of time. The law makes it the duty of the town superintendent, in connection with the trustees, to select books proper to be used in the different schools. This duty should be performed promptly, though at the same time with great judgment and discretion. In the selection of books, be governed by the requirements of the school, and the merit of the book. Examine the contents of a book, its adaptation to the wants of the community, its fitness for introduction into the particular schools of the township; and, in reading books, above all things the moral tendency of the pieces. In fact, examine the book itself, and pay no attention to its accompanying recommendations.

INFLUENCE OF THE PRESS.

The editors of our public papers have in all cases lent the aid of their columns to those who wished to address the public mind upon the subject of general education. They have given a free insertion to all notices calling public meetings; and more important still, have generally lent their own aid in support of popular education. When it is considered how important the influence is, which is exercised by the public press of our country upon any popular movement, entering almost every dwel-

ling in the state, bringing to our domestic circle its views, its prejudices and its influences, like the links of a magnetic chain, acting upon all within its magic circle—from lisping childhood to tottering old age—making all feel it, whether for good or for evil, whether leading them on to the performance of their duties as citizens, as inhabitants, as parents, or as children, or seducing them from the path of rectitude, it must be acknowledged that no influence can be brought to bear, which will act with more force upon the public mind than that of the press. How fortunate then, for us, that the press of our state has lent its aid in favor of popular education ; that it has sent forth its daily or weekly messengers with words of inspiring hope, calling upon the better principles of our nature to awaken—upon man to step forth and do his duty—upon citizens to show their regard for the welfare and permanency of our institutions, by securing to the coming age a proper degree of intelligence—to the parent to fulfil the obligations imposed upon him by the Creator, and educate his children, thus fitting them for usefulness here, for happiness hereafter—to the child the duty he owes his parents, and the deep and lasting effect which education will have upon his own future life—to all, the beneficial effects which will spring from a well educated, well conducted community.

The thanks of our citizens are due to the press as a body, and a continuance of their friendly and powerful aid respectfully solicited.

SCHOOL LAWS.

By the fourteenth section of the act passed April 17th, 1846, it is made the duty of the Superintendent of Public Schools “to ascertain from examination, and suggest from experience, such amendments and alterations in the school law as may be required.” In performance of this duty, the following alterations and amendments, suggested by the town superintendents, or pointed out by personal experience, are proposed.

First.—The present school law is defective in this respect : it makes it the duty of the trustees in the various school districts to provide a suitable place in which a school shall be kept, but

no provision is made for raising money to pay for it, nor is there any provision made for the purchase of ground, nor building a school house, nor even repairing it, should the district be so fortunate as to possess one. In view of these difficulties, which are alluded to by almost every town superintendent, the propriety of altering or amending the law is suggested, so as to allow the trustees of any district in which it shall be necessary to hire, build, or repair a school house, to call together the taxable inhabitants of the district, by proper written notice, personally served, and when so assembled, to organize a district meeting, and determine whether a school house shall be hired, built, or repaired; and if the majority so assembled shall decide in favor of building, hiring, or repairing, then it shall be lawful for them to levy a tax upon the property of the district, in the same manner and proportion that other taxes are levied, for the purpose of raising such sum as the majority shall deem necessary for the purpose before specified.

Second.—It is proposed that the section which limits the amount of money raised in the different townships to an amount equal to but not to exceed double the sum received from the state for educational purposes, be so amended as to permit the inhabitants of the townships at their annual town meetings, to raise a sum equal to four times the amount received from the state. It may be urged by some that there will be danger that those who pay little or no taxes would vote for this extra sum of money, contrary to the wishes of those who pay the larger part of the taxes, but who generally form a minority in point of numbers. That this is not the case, may be proved by the fact that there is a law upon our statute books, (*see Revised Statutes, page 1029, sec. 29,*) empowering the inhabitants of any township to “raise such sum of money as the majority of said meeting shall agree upon, for the education of such poor children as are paupers, belonging to such township, and the children of such poor parents residents in said township as are or shall be, in the judgment of said committee, unable to pay for the schooling of the same, and also for the erection and repairing of one or more public school houses, or for the establishment of such free

schools, and their support, as are or shall be, in the judgment of the committee, necessary." By this law, ample provision is made for educating the poor, and only the poor. We do not wish to have this odious distinction made, still less kept alive. It is this reason which prevents the inhabitants of those townships, who are willing to vote a larger sum of money than is allowed by the present school law, from raising it under the law before mentioned. But why allow by one law the people to raise an *unlimited amount* for the support of schools for one class of our citizens, and prevent them by another from going beyond a certain given and contracted amount for another and larger class. It may be consistent, but it does not appear so.

Third.—Under the present law, in many townships the money appropriated to school purposes is divided among all the children in the township capable of attending school, or between the ages of five and sixteen, no matter whether they do attend or not. This certainly never was the intention of the law, but as such construction has been put to it, it would be advisable to define more distinctly how the money should be appropriated, and also what is meant by "purposes of education." It is suggested that power should be given to the trustees of every school district to exempt in whole or in part, the children of such parents as are unable to pay the amount demanded for the tuition of their children, and then apportion the balance towards the salary of the teacher, or the payment of the tuition of the children actually attending school, and in proportion to the time they have so attended.

Fourth.—By the present law no provision is made for the purchase of stoves or fuel. It is suggested that some provision should be made by which the trustees will be enabled to procure fuel, and the necessary appurtenances for warming the rooms, without encroaching upon the money "appropriated exclusively to purposes of education." No provision is made for purchasing black-boards or maps, articles now deemed essential to a school room by every well informed instructor. It would be advisable that some provision should be made for this purpose; all of which, however, might be embraced in a sec-

tion authorizing the inhabitants of districts to raise money for building school houses, and other purposes. The foregoing are the most prominent objections, but by many the law is considered as "open to amendment in all its parts."

SCHOOL HOUSES.

Such alteration in the present law has been recommended as will enable the inhabitants of districts to secure good and sufficient school houses. That this recommendation is not unnecessary, will be evident to any one who has acted in the capacity of trustee, town superintendent, or visitor. If any are of opinion that no new enactment is required, let him (and I venture to say it will be for the first time) visit and examine the *places where scholars are congregated*, called by courtesy, "school houses," and he will find he has labored under a mistake—he will find in most cases "those places" more dilapidated than the out-buildings of a respectable farmer. In fact, a "merciful man," being merciful to his beast, would not winter his horse in places appropriated at present for district school houses. Let him travel over our state, in what direction he will, and if he sees a building, some sixteen feet by twenty, with the clap boards off in some places, in others hanging by a single nail, fluttering to every breeze, the roof open, the door with one hinge, and that a leather one, the windows wanting glass, but abounding in old hats, caps and cloaks, or copy books, he may with tolerable certainty set it down for a country school house—if it is located at the junction of two or more roads, in a low, wet spot, with no fence around it, and no appurtenances attached—he may be certain of it, and enter freely. The master and children, it is true, may be astonished, for though they are accustomed to the intrusion of the rain, and the winds "visit them somewhat roughly," they are almost strangers to the entrance of the human form, in their "temple of the winds." Let him look around and examine the fitness of its interior arrangement and fixtures for the purposes designed; he will find the benches without backs, too narrow for comfort, and too high for the majority of the little ones, whose feet hang dangling,

without support, causing pain at the present time, disease and deformity in the coming—the desks are of all sizes, and all varieties, the tops carved by the ingenuity of some aspiring architect, into all manner of forms and figures, and every thing bespeaking that whatever amount of knowledge may be acquired, its pursuit is attended with serious difficulties.

Whilst pointing out the defects and deficiencies of the district school houses as they are, it will not be considered improper to point out the method by which trustees could discover what they should be. The Hon. HENRY BARNARD, superintendent of public schools for the state of Rhode Island, a gentleman enthusiastically engaged in the cause of education, has prepared a work upon the subject of School House Architecture, calculated to afford trustees and others every information requisite for obtaining that desideratum—a school house adapted to the wants, the comforts, and the means of the smallest or largest district. In this work the long and varied experience of Mr. BARNARD has been brought to bear upon one of the greatest evils of our school system, and he has handled it with the mind of a master, and with the tact of one who speaks of an evil which he has felt and seen, and for which he is prepared to offer a remedy. Plans are given and estimates furnished for school houses, calculated to accommodate from twenty-five to five hundred or more scholars, descriptions of the apparatus necessary for a school, the places where and the prices at which they can be procured, the most economical method of arranging seats for scholars, together with plans for desks, benches, chairs, &c., and all the interior appurtenances of a school room. This work is strongly recommended to the attention of the trustees of our school districts, and every county society should procure a copy for the use of its members; it is entitled “School House Architecture.” It would be a judicious expenditure of money, amply repaid by the benefits which would accrue to the children, if the legislature should direct the purchase of a copy for each township in the state, to be preserved in the office of the town clerk, and the attention of the legislature is respectfully called to this subject.

STATE PUPILS AT THE NEW YORK INSTITUTION FOR THE BLIND.

There are seven pupils supported by the state of New Jersey at the New York institution for the education of the blind. Deeming it advisable that their welfare should be attended to, that institution was visited at its annual examination, and every facility was afforded by the gentlemanly and accomplished superintendent for a thorough examination of the arrangements of the institution, the sleeping apartments of the children, their dining rooms, and play ground ; and it is truly gratifying to speak in terms of high commendation of the manner in which the institution is conducted, the great attention paid to the health and comfort of the children, and, above all, to the care bestowed upon their moral culture, whilst their acquirements in science and literature are truly astonishing. Music, at once the solace and delight of the blind, here receives especial attention ; it is taught as a science, and more than one of the pupils, graduating from the institution, have been enabled to support themselves by teaching. The mechanic arts are also attended to, particularly basket making, which is carried to great perfection, and the knowledge of which will enable these afflicted ones to support themselves, if necessary, or to occupy what might otherwise be weary hours.

This institution is under the charge of Mr. CHAMBERLAIN, a gentleman well calculated for the position he occupies ; and all those who have children or friends at the institution, may rest assured that they are in good hands, and under the charge of one who seems to feel for them as a father. It was pleasing to witness the affection with which he was greeted by his young pupils—his very step had music in it to them, and as he placed his hands affectionately upon their heads, every fibre of their bodies seemed to vibrate with satisfaction. It is a sight gratifying to the philanthropist to witness the beneficial results produced by this institution.

INSTITUTION FOR THE DEAF AND DUMB.

The state of New Jersey maintains eight pupils at this institution. An invitation was received from the directors to attend the annual examination. Previous official engagements, however, rendered it impossible to spend more than one day at the institution, which did not afford sufficient time to inspect as thoroughly as was desirable, or necessary, in order to express an opinion upon the manner in which they are educated, or the extent to which their education is carried. Sufficient, however, was seen and heard to justify an expression of commendation, both as to the domestic arrangements of the institution and school room. The pupils at this institution are also instructed in the mechanical arts and agriculture, and are very skilful. The institution is under the charge of Mr. PEET, well and favorably known as a benevolent man and a finished scholar.

NORMAL SCHOOLS.

The attention of the legislature is respectfully but earnestly called to the establishment of a Normal School for the education of teachers. This subject having been treated of at great length in the report of last year, it is deemed inexpedient to repeat the observations in this ; but reference is respectfully made to it, with the hope that the experiment may be tried for a period of three or five years, and as a sum not exceeding five thousand dollars annually is all that is required.

If doubts exist in the mind of any, that teachers educated at a Normal School would not devote their time to teaching districts, the following statement, procured from the department of Common Schools in the state of New York, is offered :

Number of graduates the 1st year,	34
“ “ “ 2d “	110
“ “ “ 3d “	110
	<hr/>
	254

The average attendance during each year was two hundred.

The number of graduates who are now teaching common schools in the state of New York, is two hundred and twenty-two.

The number who, after teaching from six months to two years in common schools, have entered academies or select schools, is seven.

The number who, after teaching six months to a year in this have gone to other states, five.

The number who have taught six months, and relinquished the profession, five.

The number who have been engaged in academies and select schools only, since graduating, two.

It will be seen by the foregoing, that a very large proportion of all the pupils educated at the State Normal School are actually employed in the district schools of the state, thus fulfilling the just expectations of those who projected the institution, and repaying to the public the expense incurred in its support.

The following is presented with the hope of drawing the attention of the legislature to the establishment of district libraries at some future, but not far distant day. The superintendent of New York, where they are in successful operation, reports that there are in the district libraries of that state one million, three hundred and thirty-eight thousand, eight hundred and forty-eight volumes.

DISTRICT LIBRARIES.

The importance of a general diffusion of knowledge in a country like ours, can scarcely be over-estimated. Under our free institutions, every citizen, without distinction, participates actively in the exercise of all the essential powers of sovereignty; and the government of the country, its laws, administration and direction, are what the people, in the aggregate, determine. Public opinion—the concentrated judgment and will of the masses, expressed through organs established, and re-

cognized by themselves—forms the standard, in conformity to which not only all public affairs, but all social institutions, manners, habits and customs, are regulated and administered. That this opinion should be enlightened, and based upon the eternal rules of rectitude, it is indispensable that every citizen should be well informed in all the elementary principles of sound morality, political economy, civil administration, general jurisprudence, and especially universal history.

The present period is eminently favorable to the general attainment of this standard of popular intelligence. At no period in the previous history of the civilized world, have the means of useful, practical and scientific knowledge been so universally accessible as at the present day. The press of every country groans under the accumulated weight of publications, the product of all preceding ages, of every land, and embracing every topic upon which the wisdom, the learning, and the ingenuity of man could shed any light. The exhaustless power of steam has been put in requisition, to multiply indefinitely the countless products of the human mind; and the swift-winged messengers of electricity are constantly engaged in distributing these products over the vast surface of civilized society. The important question for us to determine is, in what manner, and through what agency, and by what organization, we can most efficiently appropriate for our own use, and for the lasting benefit of the rising generation, these inexhaustible and ever-accumulating stores of knowledge. The indiscriminating use of all such publications, as the waves of an active and restless competition incessantly pour upon us, even if it were practicable or possible, would be absurd and injurious in the extreme. The injudicious selection is scarcely less pernicious, and yet a selection must be made. The portion of time at the disposal of the great mass of our citizens engaged in the active pursuits of life, which may be appropriated to the acquisition of knowledge through the medium of books, is necessarily limited; and even were it otherwise, no substantial progress could be made in the absence of systematic arrangement and selection. To the young, the habit of reading, early imbibed, is of the utmost importance, but in

their case, a judicious selection is absolutely indispensable. The foundations of future usefulness, intelligence and moral worth are, with them, to be sought through the medium of works adapted to their easy comprehension, and to their respective stages of mental advancement; and unless constant and vigilant discrimination is exercised on the part of the parent and the teacher, there is the utmost danger that the expanding mind will waste its energies in the perusal of frivolous, enervating, and unprofitable publications—endanger its future peace and happiness by the incorporation and assimilation of dangerous and pernicious principles of thought and of action—or by an improper diversion of its faculties into regions not adapted to its peculiar conformation—insensibly contract a repugnance to those pursuits which, under other circumstances, would have been found most agreeable and congenial.

The idea of placing within the reach of every family a large and well selected collection of books, embracing within their range, every department of scientific and practical knowledge, and including the standard works of the greatest and best men of ancient and modern times, is the product of a very recent period. In Europe it is believed to have originated in the beneficent efforts of the British Society for the Advancement of Useful Knowledge, to extend the means of mental and moral culture throughout the middle and lower classes of England and Scotland, through the agency of cheap publications, accessible to all. In this country, the expediency, practicability and desirability of such an enterprize was simultaneously urged upon the public attention as early as 1830, by the late JAMES WADSWORTH, of New York, and the Rev. Dr. POTTER, then of Union College, in that state, and now Bishop of the diocese of Pennsylvania. In 1838, on the urgent recommendation of Gov. MARCY and Gen. DIX, then superintendent of common schools of New York, an appropriation of fifty-five thousand dollars annually was made by the legislature of that state, from the revenue of the United States deposit fund, and an equal sum required to be raised on the taxable property of the respective towns and counties, the whole of which was annually to be ex-

pended by the several school districts, among which it was apportioned, according to the number of children between the ages of five and sixteen, residing in each, in the purchase of suitable books for a district library. Under this system, upwards of one million of dollars has already been expended in that state, for the general diffusion of useful and practical knowledge throughout its extensive borders. In each of the eleven thousand school districts, a large and well selected library, varying from two to five hundred volumes in the smaller districts, and from one to five thousand in the larger, and amounting, in the aggregate, to upwards of two millions of volumes, is placed freely at the disposal of the inhabitants of the districts, without discrimination of age or sex, and subject only to such prudential regulations as experience has shown to be necessary for the proper care, preservation and security of the books. These libraries are annually accumulating; and if the present enlightened policy is steadily and systematically pursued, the time cannot be far distant when the standard and most approved publications in every department of science, literature, history, philosophy and the arts, will be brought to the door of every citizen.

In Massachusetts, at about the same period above referred to, an act was passed by the legislature, authorizing the several school districts of that state to raise by taxation, a sum not exceeding thirty dollars for the first year, and ten dollars for each succeeding year, for the purpose of establishing and maintaining a district library. In 1842 it was enacted that every district in the state, on proof of having raised and appropriated the sum of fifteen dollars or upwards for this purpose, should be entitled to an equivalent sum from the state treasury, to be applied to the same object. Every school district of the commonwealth is now supplied with a good library:

In Rhode Island each town and school district is authorized by law to establish and maintain a school library; and the foundations of good libraries have already been laid in several of the towns and districts of that state.

Efforts are in progress in several other states to introduce this system; and the advantages of such an institution are so

manifest and palpable, that little doubt can reasonably be entertained of its general adoption at a very early period.

These advantages consist mainly, as we have above seen, in *placing within the reach of every individual, both young and old, male and female, parent and child, a large and judiciously selected assortment of books, comprising the most approved and standard scientific, literary, and other works, in every department of useful and practical knowledge.* Notwithstanding the immense multiplication of books, for which the present age is distinguished, and the extremely low price at which the greater portion of these books, even of the most valuable of them, may be obtained, in consequence of the vast amount of competition in their publication, a very cursory observation will disclose to us the fact that their diffusion among the masses is far from being universal. A very considerable proportion of them go to augment the volumes of large public and private libraries, the property of corporations, literary institutions and societies, and private individuals, and accessible, consequently, only to a few, in comparison with the whole. It will probably not be beyond the bounds of substantial accuracy to assert that scarcely one family in a hundred of our entire population possesses what may be termed a good library—such as exists in every school district of New York—such as should be within reach of every youth in our republic. And yet we may be regarded as, in all substantial respects, a *reading*, as well as a *thinking* community. The newspaper or the periodical seldom fails to find its way into nearly every family; and these form, to a very great extent, the staple literature of a large portion of our people.

It is desirable, in every point of view, that more enlarged, more thorough and accurate sources of information and intelligence should be placed at the disposal of the community, and especially of the rising generation. For this purpose, and with this view, the establishment of district school libraries is respectfully recommended. The aid and encouragement of the state is invoked in behalf of this enterprize. The appropriation of a fund sufficiently large to induce corresponding exertion on the part of the inhabitants of each township or school

district, will lay the foundations of an institution which will not only reflect honor and credit upon the state, but prove eminently advantageous to the intellectual and moral culture of her future citizens. At a cost wholly inconsiderable, when compared with its results, each individual will thereby be enabled to peruse the standard historians of ancient and modern times, and to derive from thence an accurate knowledge of the origin and progress of human civilization and improvement—the rise and fall of states, empires, kingdoms and republics—the secret of their prosperity, and the causes and precursors of their decay. The lives of eminent and distinguished men—patriots, philanthropists, heroes and statesmen—the adventures, researches and discoveries of travellers by sea and by land—the speculations of philosophers—the eloquence of gifted orators—the kindling strains of poetry—these, no less than the instructive records of modern science, may form the daily studies and constitute the lasting treasures of our youth. And is not this an object which may well demand and amply repay the fostering and paternal care of government? Is not that legislation which looks to the future mental and moral welfare of the people, and thereby provides the sure means of *prevention* of crime, of pauperism and vice, more in accordance with the genius and spirit of the age, and of the institutions under which we live, than that which coldly looks upon every effort for improvement, and exhibits its efficacy only in retributive sanctions, and useless, because inefficient punishments?

We have, it is confidently believed, arrived at a period in the history of human civilization, when governments, in order to fulfil the functions with which they are charged by their constituents, and to satisfy the expectations of those by whom they are formed, must afford all requisite facilities for the general diffusion of useful knowledge. By the support and maintenance of elementary schools, open and free to all—by the provision of suitable institutions for the education and preparation of teachers—by the establishment and endowment of academies, colleges and universities, accessible as well to the children of the poor as of the rich—and by the introduction of good and well

selected libraries into the several school districts of the state—thereby placing it in the power of every individual to expand, strengthen, enlarge and purify his intellectual and moral faculties—by the adoption of measures like these, the true ends of all good government are obtained—the permanent welfare of the community secured—individual and social well-being promoted—and human civilization immeasurably advanced. It is especially through the agency of the PRESS that all great reforms, either in morals, political economy, legislation, literature, science and art, are to be accomplished. The “winged words” of the statesman, the philanthropist, the discoverer, and the inventor, must have “free course”—must be carried down through every gradation of society—must pervade all minds, and take possession of all interests, before it can fully accomplish its high mission. It is precisely because these “winged words”—these oracles of wisdom, of goodness and of genius, have hitherto been denied admission to the common mind—been virtually excluded from the masses in every land and in every age—that the progress of truth, of sound reason—in short, of civilization and improvement, has been so greatly retarded, and the dominion of error, delusion and ignorance, so long perpetuated. Let the youth of our land have free access to the writings of the great and the good of every age—let them have constantly before them the examples of virtuous, beneficent and heroic action—let their opening minds daily commune with those of the sages and pioneers of human thought—let the instructive pages of history and biography be ever open before them—let the treasures of science and of art, and the ample repositories of elegant literature be at all times accessible to them, and the work of self-culture and self-improvement will keep pace with the rapid and systematic development of the intellectual and moral faculties. Every interval of leisure, instead of being, as is now far too generally the case, spent in indolent vacuity, or vicious indulgences, will be devoted to the accumulation of knowledge; and from every source the most valuable ideas will be gathered, analyzed and digested, for future practical use. The habit thus formed in early

life, will be permanent, and hundreds and thousands of our youth, whose mental energies are now worse than wasted, will be rescued from ignorance, poverty, crime and guilt, to become ornaments to the community and blessings to their race. The opportunity only is wanted, thus to enable a very large portion of the future citizens of our republic to enrol themselves in the ranks of the inventors, the discoverers, the statesmen, the philosophers and the benefactors of their kind. Shall this opportunity be withheld? Shall unworthy considerations of temporary expediency longer be suffered to withhold from the great mass of our fellow-citizens, and from their children, the substantial blessings of a comprehensive, mental and moral culture—the means of worthily and intelligently fulfilling all those duties which they owe to themselves, to their country, to the human race, and to their Creator?

In conclusion, it is only necessary to remark that the institution of district libraries, and the liberal appropriation from the public treasury of funds for their support and annual augmentation, is not an experiment, now for the first time to be tested; the principle has been recognized and acted upon, both in Europe and America, for a sufficient length of time to enable its advocates to appeal directly to the evidence of facts; and wherever it has been carried out upon an extensive scale, its success has been ample and conclusive. The state of New York has no more durable and lasting monument to testify to her greatness, to her immense resources, to the energy, enterprise, and intelligence of her population, than her eleven thousand district school libraries, with their two millions of volumes, accessible to every individual of a suitable age to be benefitted by their invaluable treasures of practical knowledge. Compared with this great institution, pervading, as it does, every section, hamlet and household of her extensive area, her gigantic veins and arteries of internal communication and transportation, her canals and railroads, and telegraphs, sink into insignificance. They, indeed, have developed, and are developing, upon a vast scale, her inexhaustible physical resources—adding continually to her wealth, and augmenting her great-

ness and her importance as a member of the American confederacy, and a commercial, agricultural and manufacturing state. But her magnificent system of popular education, her schools and her school libraries—supported, invigorated and sustained, as they are, by the ample funds annually contributed from her never-failing treasury, and the abundant resources of her population, afford the gratifying assurance to her citizens, and to the world, that while she duly cherishes all those external interests which serve to build up a civilized state, she attaches infinitely higher importance to the growth and culture, the discipline and improvement of the mind and the heart. Strike from her statute book the chapter which has thus brought into vigorous existence her common schools, her colleges and academies, her accomplished teachers, and her well-filled libraries—leave her millions of youth to grow up in ignorance, in indolence or in vice—and before a single generation of her growing population shall have passed, her mighty works of physical power shall disappear and be forgotten—their crumbling and dilapidated ruins alone remaining to attest the indissoluble connection between moral and physical prosperity. Continue, enlarge and expand these enactments—let universal education be inscribed upon her political banner, and let the blessings of knowledge be indefeasibly secured as the sure inheritance of every child within her ample borders, and time itself has no power to obstruct or retard the onward and resistless progress of her greatness. Those mighty structures which are now regarded with wonder and admiration throughout the civilized world, may disappear and be forgotten, but in their place shall spring up new and hitherto unknown combinations of science and of art, corresponding with the incalculable advancement of intellectual and moral power, bestowed by that enlarged education and those inexhaustible means of mental improvement, thus secured and perpetuated by her enlightened legislators and statesmen.

The example thus set before us, is eminently worthy of being followed. What New York has accomplished in this great field of enterprize and exertion, New Jersey can accomplish,

if not on a scale so mighty and stupendous, at least on one proportional to her resources and to the wants of her population. Much, very much, has already been accomplished in this direction, through the untiring energy and enlightened zeal of her legislature; and while what has been done has received the sanction of her people, the adoption of vigorous and efficient measures on the part of their representatives to extend the blessings of education and to bring home to the doors of every citizen the inestimable treasures of literature, science and art, cannot fail, it is confidently believed, to meet the just expectations and full approval of the public mind.

As previously stated, it has been thought advisable to add to the report herewith submitted, extracts from the reports of the township superintendents, which contain matter worthy the consideration of the community. It appears from the reports made by these officers, that whilst the schools in their several townships have been visited by them quarterly, with few exceptions, they also convey the sad tidings that the schools do not, as a general thing, receive the attention from the trustees and parents, to which they are entitled. Whilst according the just meed of praise to the majority of our township superintendents for the fullness of their reports, and their promptness in transmitting them, it cannot be denied that there are some who have not only delayed sending in their reports at the time specified, causing a delay in the transmission of the annual report to the legislature, but that these reports contain little information besides the statistical matter, and a request for an acknowledgment, that they may draw the money for their services. In some few cases no reports have been received. It is hoped those who have neglected it this will be punctual the ensuing year, and that all may contain matter worthy of being submitted to the legislature.

In reviewing the state of our schools for the past year, it is evident that we have reason both for satisfaction and regret—satisfaction, that so many of the children of our state have received the benefits to be derived from a system of public schools—regret, that there are others still deprived of the means of obtaining an education to fit them for their duties, as men and as citizens ; and it is hoped that the day will soon arrive when ample provision will be made for a full and complete education to every child within our borders.

All of which is respectfully submitted.

T. F. KING.



STATEMENTS

ACCOMPANYING THE

SUPERINTENDENT'S REPORT.

AN ABSTRACT

From the returns of the Public Schools of the several townships and counties of the state of New Jersey, for the year ending December, 1848.

COUNTIES AND TOWNSHIPS from which returns have been received.	Whole number of districts in the townships.	Number from which re- ports have been received	Number of children resi- ding in the districts, be- tween the ages of 5 and 16.	Number of children who have attended school 4 months, but less than 9 months.	Number of children who have attended school 4 months, but less than 8, months and less than 12.	Number of colored taught.	Whole number of chil- dren taught, as stated in the returns.	Average number of months the schools have been kept open.	Terms of tuition, average price per quarter, for each scholar.	Amount of money appro- priated, or received for school purposes.	Amount of money ex- pended.
HUNTERDON.											
Alexandria,	20	20	1,009	179	236	75	532	6	\$2.00	\$657.72	\$657.72
Bethlehem,	18	18	813	250	175	95	590	9	2.04	660.84	660.84
Clinton,	9	9	581	283	189	145	520	8	2.00	308.32	308.32
Delaware,	14	14	687	72	67	178	617	10 ¹ / ₂	2.00	576.58	531.52
East Amwell,	9	9	342	—	—	—	143	9	2.00	310.04	310.04
Franklin,	10	10	334	—	—	—	317	9 ¹ / ₂	2.00	275.00	275.00
Kingwood,	7	7	482	—	—	—	199	—	2.00	146.53	90.45
Lebanon,	12	12	618	—	—	—	300	9	2.00	263.96	117.75
*Raritan,	15	—	596	—	—	—	422	10	2.00	242.62	242.62
Readington,	13	12	694	—	282	158	440	10 ³ / ₄	2.00	712.72	712.72
Tewksbury,	13	13	633	152	149	63	369	8 ¹ / ₂	2.00	702.00	400.00
*West Amwell,	9	9	554	—	—	—	353	9	2.00	360.00	—
*Taken from report of last year.	149	133	7,343	936	1,098	714	4,802	9	\$2.00	\$5,216.33	\$4,306.98

COUNTIES AND TOWNSHIPS from which returns have been received.	Whole number of districts in the townships.	Number from which re- ports have been received.	Number of children resi- ding in the districts, be- tween the ages of 5 and 16.	Number of children who have attended school any period, but less than 4 months.	Number of children who have attended school 4 months, but less than 8.	Number of children who have attended school 8 months, and less than 12.	Number of colored taught.	Whole number of chil- dren taught, as stated in the returns.	Average number of months the schools have been kept open.	Terms of tuition, average price per quarter, for each scholar.	Amount of money appro- priated, or received for school purposes.	Amount of money ex- pended.
MERCER.												
East Windsor,	11	11	684	80	105	30	26	346	9	\$2.00	\$479.70	\$155.70
Ewing,	4	4	273	80	105	30	26	215	9	2.00	193.60	193.60
Hamilton,	8	8	790					480	11	2.00	701.01	701.01
Hopewell,	16	16	840					520	10	2.00	284.57	
Lawrence,	5	5	442					300	12	2.00	592.54	
Nottingham,	1	1	430					300	12	FREE.	862.84	862.84
Princeton,	5	5	577	76	87	70	46	329	11	1.41	692.74	321.45
Trenton,	1	1	992					300	12	FREE.	720.56	
West Windsor,	10	10	473					249	9	2.00	453.39	
	61	61	5,501	156	192	100	72	3,039	10½	\$1.92	\$4,980.95	\$2,234.60
ATLANTIC.												
Egg Harbor,	8	8	854					400	3	\$3.00	\$312.57	\$307.52
Galloway,	5	5	635					238	6	2.00	321.00	200.00
Hamilton,	9	7	373					160	6	2.50	200.00	
Mullica,	6	6	275					180	6	2.00	133.87	
Weymouth,	5	5	301					200	6	2.37	159.00	
	33	31	2,438					1,178	5½	\$2.37½	\$1,126.44	\$507.52

COUNTIES AND TOWNSHIPS	Whole number of districts in the townships.	Number from which reports have been received.	Number of children residing in the districts, between the ages of 5 and 16.	Number of children who have attended school any period, but less than 4 months.	Number of children who have attended school 4 months, but less than 8.	Number of children who have attended school 8 months and less than 12.	Number of colored taught.	Whole number of children taught, as stated in the returns.	Average number of months the schools have been kept open.	Terms of tuition, average price per quarter, for each scholar.	Amount of money appropriated, or received for school purposes.	Amount of money expended.
SALEM.												
*Elsinborough,	7	7	428	---	---	---	---	385	---	\$2.00	\$466.00	\$466.00
Lower Alloway's Creek, . .	5	5	423	---	---	---	---	---	---	2.00	1,088.00	---
Lower Penn's Neck, . . .	11	11	610	---	---	---	---	412	9	2.00	647.02	531.74
Mannington,	8	8	805	---	---	---	59	754	11	2.25	638.14	503.89
Pilesgrove,	8	8	341	---	---	---	---	200	4	2.00	697.77	328.32
Pittsgrove,	12	12	577	---	---	---	32	411	---	3.00	618.00	---
Salem,	13	13	742	150	325	225	10	700	10	2.00	816.00	795.00
Upper Alloway's Creek, . .	9	9	732	---	---	---	---	413	9	2.00	710.00	---
Upper Penn's Neck, . . .	11	11	560	---	---	---	---	493	6	2.34	850.66	728.17
Upper Pittsgrove,	84	84	5,218	150	325	225	101	3,768	8	\$2.19	\$6,441.59	\$3,353.12
CAPE MAY.												
Dennis,	6	6	487	---	---	---	---	366	7½	\$2.50	\$401.19	\$316.41
Lower,	6	6	398	30	80	95	---	205	9	2.00	375.00	---
Middle,	6	6	530	---	---	---	---	440	10	1.25	1,056.00	---
Upper,	7	7	385	---	---	---	---	380	5½	2.25	315.00	315.00
*No report received for four years.	25	25	1,800	30	80	95	---	1,391	8	\$2.00	\$2,147.29	\$631.41

COUNTIES AND TOWNSHIPS

from which returns have been received.

SALEM.

*Elsinborough,
 Lower Alloway's Creek, . .
 Lower Penn's Neck, . . .
 Mannington,
 Pilesgrove,
 Pittsgrove,
 Salem,
 Upper Alloway's Creek, . .
 Upper Penn's Neck, . . .
 Upper Pittsgrove,

CAPE MAY.

Dennis,
 Lower,
 Middle,
 Upper,

*No report received for four years.

COUNTIES AND TOWNSHIPS from which returns have been received.	Whole number of districts in the townships.	Number from which re- ports have been received.	Number of children resi- ding in the districts, be- tween the ages of 5 and 16.	Number of children who have attended school any period, but less than 4 months.	Number of children who have attended school 4 months, but less than 8.	Number of children who have attended school 8 months and less than 12.	Number of colored taught.	Whole number of chil- dren taught, as stated in the returns.	Average number of months the schools have been kept open.	Terms of tuition, average price per quarter, for each scholar.	Amount of money appro- priated, or received for school purposes.	Amount of money expen- ded.
BURLINGTON.												
Burlington,	6	6	990	500	—	—	—	—	10	\$2.00	NOT RETURNED.	—
Chester,	14	14	822	—	—	—	—	680	10	2.53	\$650.77	\$199.16
Chesterfield,	4	4	1,049	—	—	—	26	652	11	2.00	1,219.26	92.00
Evesham,	15	15	904	—	—	—	30	500	10	2.50	730.17	730.17
Mansfield,	9	9	870	—	—	—	—	580	10½	2.20	1,051.44	—
Medford,	12	12	781	—	—	—	—	600	6	2.50	611.90	—
Little Egg Harbor,	8	8	616	400	150	55	7	605	6	2.00	431.12	431.12
New Hanover,	6	6	612	184	191	26	6	401	10½	2.50	706.02	706.02
Northampton,	10	10	1,175	350	450	—	28	800	6	2.00	1,122.27	1,122.27
Pemberton,	7	7	655	—	—	—	—	397	7½	2.32	652.70	—
Springfield,	6	6	516	184	103	9	4	300	11	2.50	1,187.33	1,186.80
Southampton,	12	12	906	—	—	—	—	429	10	2.50	1,045.20	—
Washington,	7	5	418	—	—	—	—	300	—	2.00	500.00	—
*Willingborough,	—	—	—	—	—	—	—	—	—	—	—	—
	106	104	10,230	1,618	894	90	101	6,244	9	\$2.27	\$9,908.18	\$4,467.54

*No report received for three years.

ESSEX.									
Belleville,.....	4	4	854	.....	.....	798	11	\$2.00	\$585.99
Bloomfield,.....	7	7	805	.....	.....	247	11	2.00	306.41
Caldwell,.....	8	8	667	.....	.....	255	.....	2.00	102.80
Clinton,.....	8	8	532	.....	.....	317	.....	.....	306.75
Elizabeth,.....	6	6	1,235	.....	28	400	10	2.00	680.91
Livingston,.....	5	5	390	.....	.....	200	6	2.00	150.12
Newark,.....	9	9	3,375	.....	.....	2,629	12	FREE.	4,880.00
New Providence,.....	5	5	276	.....	1	180	8	2.00	167.10
Orange,.....	11	11	981	.....	.....	400	12	2.00	309.52
Plainfield,.....	2	2	513	.....	3	254	3	FREE.	703.49
Rahway,.....	9	9	676	.....	.....	207	5	2.00	205.33
Springfield,.....	6	6	537	.....	152	452	8	2.00	314.39
Union,.....	7	7	290	.....	5	185	7	2.00	235.00
Westfield,.....	7	7	379	.....	7	200	7	2.00	249.99
SOMERSET.									
Bedminster,.....	11	94	11,511	.....	152	6,724	8½	\$2.00	\$9,197.80
Bernards,.....	13	11	501	.....	.....	310	6	\$2.00	\$379.96
Bridgewater,.....	12	10	1,120	.....	.....	417	9	2.00	436.84
Branchburgh,.....	8	8	301	.....	.....	863	12	2.12	1,177.03
Franklin,.....	17	17	1,058	.....	.....	264	10½	2.00	589.94
Hillsborough,.....	16	16	994	.....	.....	650	9	2.00	1,019.47
Montgomery,.....	9	9	456	.....	300	610	10½	2.00	1,818.00
Warren,.....	8	8	544	.....	140	382	11	2.00	493.00
				.....	.....	435	11	2.00	931.00
	94	92	5,604	.....	440	3,931	10	\$2.00	\$6,845.24
									\$7,585.71
									\$138.55
									348.54
									1,176.00
									486.94
									1,035.38
									1,018.00
								
									658.10
									\$4,861.51

COUNTIES AND TOWNSHIPS from which returns have been received.	Whole number of districts in the township.	Number from which re- ports have been received	Number of children re- siding in the district, be- tween the ages of 5 and 16.	Number of children who have attended school any period, but less than 4 months.	Number of children who have attended school 4 months, but less than 8.	Number of children who have attended school 8 months and less than 12.	Number of colored taught.	Whole number of chil- dren taught, as stated in the returns.	Average number of months the schools have been kept open.	Terms of tuition, average price per quarter, for each scholar.	Amount of money appro- priated, or received for school purposes.	Amount of money ex- pended.
BERGEN.												
Franklin,	13	13	1,326	—	—	—	—	530	—	\$2.00	\$593.71	—
Hackensack,	12	12	786	—	—	—	6	300	11½	2.00	610.14	\$225.00
*Harrington,	—	—	—	—	—	—	—	—	—	2.00	151.38	—
Lodi,	3	3	190	—	—	—	—	—	—	—	144.84	72.84
New Barbadoes,	8	8	462	—	—	—	—	—	—	2.00	137.39	—
Saddle River,	5	5	219	—	—	—	3	150	12	2.00	127.76	63.88
Washington,	6	6	405	—	—	—	—	248	8	2.00	166.90	—
MIDDLESEX.												
Monroe,	52	52	3,328	—	—	—	9	1,278	10½	\$2.00	\$1,932.12	\$361.72
North Brunswick,	14	14	869	—	—	—	—	600	11	\$2.00	\$891.72	\$391.72
South Brunswick,	12	12	1,871	—	—	—	3	934	10½	3.00	496.45	—
South Brunswick,	17	17	953	—	—	—	—	569	10	2.00	1,060.00	253.74
Perth Amboy,	1	1	461	—	—	—	21	111	12	75	465.08	319.00
Piscataway,	12	12	828	—	—	—	—	445	11	2.40	1,100.00	—
South Amboy,	9	9	544	—	—	—	—	450	9	2.00	551.00	551.00
Woodbridge,	18	18	1,313	—	—	—	—	734	12	2.00	761.00	—
	83	83	6,839	—	—	—	24	3,843	10½	\$2.00	\$5,325.25	\$1,515.46

* Taken from report of 1843.

COUNTIES AND TOWNSHIPS from which returns have been received.	Whole number of districts in the townships.	Number from which re- ports have been received.	Number of children resi- ding in the districts, be- tween the ages of 5 and 16.	Number of children who have attended school any period, but less than 4 months.	Number of children who have attended school 4 months, but less than 8. months.	Number of children who have attended school 8 months and less than 12.	Number of colored taught.	Whole number of chil- dren taught, as stated in the returns.	Average number of months the schools have been kept open.	Terms of tuition, average price per quarter, for each scholar.	Amount of money appro- priated, or received for school purposes.	Amount of money ex- pended.
MONMOUTH.												
Atlantic,.....	12	12	894	140	175	137	4	449	8	\$2.00	\$400.29	\$393.49
Dover,.....	9	8	710	300	250	100	30	650	8	3.00	1,443.62	1,578.56
Upper Freehold,.....	21	21	1,400	.....	.....	.....	.....	750	.....	.....	1,001.45	.....
*Howell,.....	9	9	510	.....	.....	.....	1	100	.....	2.00	136.77	.....
Jackson,.....	12	12	.....	.....	.....	.....	25	654	11	2.00	890.08	450.00
Middletown,.....	10	10	474	.....	.....	.....	.....	443	9	3.00	567.84	170.23
Millstone,.....	6	6	401	.....	.....	.....	.....	195	10	3.00	235.01	113.63
Marlborough,.....	2	2	357	.....	.....	.....	.....	300	.....	.....	479.96	.....
Plumsted,.....	13	13	1,144	.....	.....	.....	.....	572	10	2.00	1,064.28	.....
Raritan,.....	5	5	425	.....	.....	.....	.....	260	9	2.00	244.73	.....
Stafford,.....	16	16	1,810	.....	.....	.....	.....	763	10	2.00	1,461.24	700.00
Shrewsbury,.....	5	5	485	.....	.....	.....	.....	300	7	2.00	177.80	.....
Union,.....	9	9	617	.....	.....	.....	.....	291	8	2.00	255.92	134.73
Lower Freehold,.....	127	126	9,227	560	605	237	60	5,727	9	\$2.27	\$8,358.99	\$3,540.64

* Taken from report of last year.

PASSAIC.									
Acquackanonk,	6	5	496	-----	-----	-----	148	10	\$277.27
Manchester,	5	5	748	-----	-----	-----	261	-----	229.55
Paterson,	3	3	-----	-----	-----	-----	420	6	705.00
Pompton,	7	5	460	-----	-----	-----	200	7	256.85
Wayne,	11	11	691	-----	-----	-----	320	5	348.00
*West Milford,	5	-----	359	-----	-----	-----	201	10	63.15
	37	30	2,754	-----	-----	-----	1,550	7½	\$1,879.82
* Taken from last year's report.									
									\$317.28

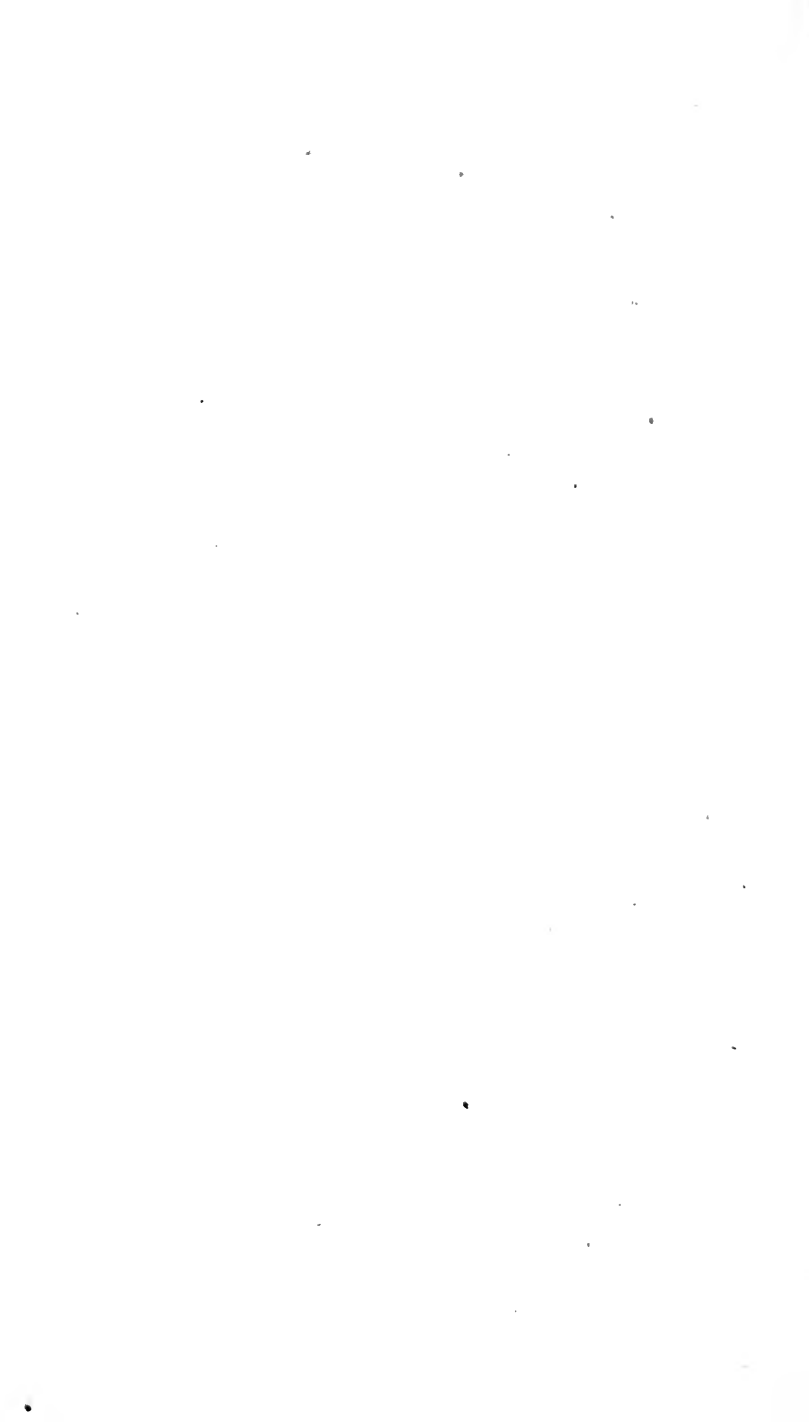
SUMMARY

Of the preceding Abstract, exhibiting the results in the several counties for the year ending

December, 1848.

COUNTIES.	Number of townships in each county which have made returns.	Number of districts in the townships.	Number of districts from which returns have been received.	Number of children residing in the districts, between the ages of 5 and 16, as stated in returns.	Number of children who have attended school for any period less than 4 months.	Number of children who have attended school 4 months, and less than 8.	Number of children who have attended school 8 months, and less than 12.	Number of colored children taught.	Whole number of children taught during the year, as stated in returns.	Average number of months the schools have been kept open.	Average price of tuition per quarter, for each scholar.	Amount of money received or to be received from township collector, for school purposes.	Amount of money expended.
Atlantic, . . .	5	33	31	2,438	---	---	---	---	1,175	51 $\frac{1}{2}$	\$2.37 $\frac{1}{2}$	\$1,126.44	\$507.52
Bergen, . . .	6	52	52	3,388	---	---	---	9	1,278	10 $\frac{1}{2}$	2.00	1,932.12	361.72
Burlington, .	13	106	104	10,230	1,618	894	90	101	6,244	9	2.27	9,908.18	4,467.54
Camden, . . .	6	54	48	4,539	---	---	---	80	2,442	61 $\frac{1}{2}$	2.03	4,422.39	216.00
Cape May, . .	4	25	25	1,800	30	80	95	---	1,391	8	2.00	2,147.29	631.41
Cumberland, .	9	60	58	5,856	736	428	501	49	3,325	7 $\frac{1}{2}$	2.15 $\frac{1}{2}$	7,980.77	3,716.48
Essex,	14	94	94	11,511	454	152	100	44	6,724	8 $\frac{1}{2}$	2.00	9,197.80	7,585.71
Gloucester, . .	3	55	33	3,904	534	220	120	33	1,497	5 $\frac{1}{2}$	2.33	3,033.17	593.22
Hudson,	4	17	11	2,632	331	349	275	6	2,102	10 $\frac{1}{2}$	2.00	3,878.43	190.00
Hunterdon, . .	10	149	133	7,343	936	1,098	714	28	4,802	9	2.00	5,216.33	4,306.98
Mercer,	9	61	61	5,501	156	192	100	72	3,039	10 $\frac{1}{2}$	1.92	4,980.95	2,234.60

Middlesex,	7	83	83	6,839	---	---	---	---	24	3,843	10½	\$2.00	\$5,325.25	\$1,515.46
Monmouth,	13	127	126	9,227	560	605	237	60	60	5,727	9	2.27	8,358.99	3,540.64
Morris,	11	136	136	8,079	1,075	943	510	64	64	5,399	8½	2.36	8,447.49	3,834.93
Passaic,	5	37	30	2,754	---	---	---	---	---	1,550	7½	2.00	1,879.82	317.28
Salem,	9	84	84	5,218	150	325	225	101	101	3,768	8	2.19	6,441.59	3,353.12
Somerset,	8	94	92	5,604	350	440	202	128	128	3,931	10	2.00	6,845.24	4,861.51
Sussex,	13	138	137	7,207	1,312	1,283	610	22	22	4,926	8⅔	1.98	5,178.89	2,636.06
Warren,	13	119	108	6,520	1,283	1,066	430	24	24	4,540	9	2.09	5,946.19	3,930.17
	162	1,524	1,446	110,590	9,525	8,075	6,009	545	545	67,706	9	\$2.10	\$102,247.33	\$48,800.35



APPENDIX.

EXTRACTS

From the Reports of the Township Superintendents.

BERGEN COUNTY.

HACKENSACK TOWNSHIP.

It cannot be said that there has been much improvement during the past year. In very few schools a steady progress of the pupils is apparent; but in others it is not so. The cause is less to be attributed to the incompetency of the teachers, or frequent change of teachers, than to the irregular attendance of the scholars. It is quite certain, when children who are kept from school three or four months in the year, that, on their return to their books, they are obliged to revise, or, in some instances, to commence *de novo*—other employments having banished from their minds, in whole or in part, what they had before learned. The prospect, however, is better than it was under the old school law. The establishment of a board of county examiners is calculated to and does furnish better qualified teachers. The fault now chiefly rests with the parents.

CUMBERLAND COUNTY.

MAURICE RIVER TOWNSHIP.

In some of the districts a part only of the School Fund is expended each quarter, the residue paid by the pupils, which accounts for the discrepancy between the sum expended for school purposes, and the number of pupils attending school. The foregoing report will show the following result, taking one quarter for a criterion. In the six districts above reported there are seven hundred and forty-five children between five and sixteen years of age, viz :

Whole number of children,	745
Whole number on school registers,.....	448
Average number actually attending school,....	272

By which it appears that only two hundred and seventy-two, out of seven hundred and forty-five, actually attend school. This is a lamentable state of things in the enlightened state of New Jersey, in the nineteenth century. The pittance received by the township for school purposes, is too small to stimulate the people to make even an effort towards sustaining the school system ; those who can will not, and those who would cannot, as they do not possess the means. A majority of the people of this township are favorably disposed, but unless the legislature shall appropriate more money from some source, or permit the inhabitants to raise more money at their annual town meetings, for educational purposes, the system must inevitably fall to the ground. That section of the school law which prohibits the raising of money for school purposes, beyond a limited amount, is not only unwise but arbitrary and oppressive in its operation. The people have a right to educate their children, each individual by himself, or in communities, as may best suit their views and convenience. It appears to

me that the state of New Jersey is capable, and in a proper condition, to bear all the burdens of her state government; leaving the revenue arising from roads and canals to be applied to the maintenance of public schools, and thus fit and prepare thousands of children to become useful members of society, who would otherwise grow up in ignorance, perhaps crime—a result which every good citizen must deplore. A few influential individuals throughout the state, who pay a large amount of tax, and who have no children to educate, are, I fear, a great drawback on the public school system. This class of citizens, I am happy to state, are few in number.

DEERFIELD TOWNSHIP.

The superintendent says: "During the past year I have licensed eight teachers, five male and three female. After satisfying myself with their intellectual qualifications and, as far as possible, their capability of imparting information in a plain and comprehensive manner, I have delayed granting a certificate until I was satisfied their moral qualifications were such as they should be—believing it to be of equal if not greater importance to instil into their young minds correct moral principles, which would be a guide to them in the dark paths of life."

MILLVILLE TOWNSHIP.

I have licensed only about one quarter of those who have applied; objections, either in qualifications as teachers, or in character as regards morals, having been too numerous to pass over. One thing, in my opinion, should be urged by those having authority, and that is, the appointment of examiners by the boards of chosen freeholders in the respective counties.

ESSEX COUNTY.

BELLEVILLE TOWNSHIP.

With the restriction which the law imposes on the raising of money by taxation for the support of schools, there has been great dissatisfaction, and petitions were sent to the legislature some two years since, praying them to permit such an amount to be levied as the people may judge necessary for the entire support of our schools, making them *free*. So entirely was this the disposition of the inhabitants that, after having the matter in contemplation some three months, an expression was called for at the polls, which resulted in the almost unanimous approbation of the measure, there being but *three* dissenting votes. It is confidently believed that the repeal of this restrictive feature of the law, leaving the amount over and above that required, wholly discretionary with the good sense of the mass of the people in each township, would be productive of the happiest influences in the state. It would call forth more universal attention to the subject, cause many more to send their children, remove the great barrier to the instruction of the apprenticed, and make the continuance of the schools more constant. Prominently, it would secure education to the poor.

PLAINFIELD TOWNSHIP.

District number one, which includes the chief part of the township, was authorized last winter, by a special act of legislature, to raise an amount of money, not to exceed two thousand dollars per annum, for school purposes; and I take pleasure in informing you that the sum recommended by the trustees and myself—twelve hundred dollars—was voted for almost unanimously at the town meeting this spring; out of nearly two hundred, only one voting in the negative.

This approval of the plan proposed encouraged the trustees

to proceed at once to the necessary steps for the erection of the building required for the population of the district. Four lots, containing an acre of ground, were purchased in as central a place as possible, and contracts entered into for the speedy completion of the house.

This building, begun in June, was completed in October, and, from its size and external appearance, makes rather a striking object to those passing through our village, while its internal arrangements are not to be excelled in convenience and comfort. Its cost, including land, fences, furniture, &c., is about three thousand dollars. One thousand dollars only of the amount raised this year is intended to be applied to the payment of the building; the remainder secures the tuition, for four months, of all the children of the district who may apply.

The school has now been in operation nearly a month, and its success so far exceeds the most sanguine anticipations of its friends; nearly two hundred and fifty children are in daily attendance, organized in three departments,—primary, male and female,—and under the vigilant superintendence of the principal, Mr. G. H. Mann, every thing moves on with order and efficiency.

Efforts are making to obtain a chemical and philosophical apparatus and library for the benefit of the school, and with some prospect of success.

HUNTERDON COUNTY.

CLINTON TOWNSHIP.

There is but little attention paid to the qualifications of a teacher, provided he is a clever fellow, and will work cheap. Indeed, there are teachers in this township who have been permitted to teach the whole season thus far, without even present-

ing themselves for examination, but their employers have uniformly been punctual in ordering their quota of the School Fund, which was, of course, as punctually denied them.

There is, however, dark as the prospect may be, under present circumstances, strong grounds for hope that the recent action of the legislature upon the subject of common schools, the associations of the different counties, and the untiring efforts of some practical teachers and professional men, will ultimately, and I do sincerely hope and pray, at no distant period, arouse the people of New Jersey to a full sense of that noble standing and rank she is able to take among her sister states.

I find, as you will see in the annexed report, that the pupils are the most advanced where the teachers are young; also, that in those districts where I have been able to prevail upon the people to change the old eight hour system for the six hour, the change has in every case been marked with the best of results.

READINGTON TOWNSHIP.

There is nothing in the condition of the schools in this township worthy of the special attention of the State Superintendent. The character and office of the teacher, under the new law, is gradually being elevated—men have learned that, unless they are possessed of at least tolerable attainments, it is useless to apply for license. Those now at work in the township are, for the most part, well qualified as regards literary advancement; though it is to be regretted that some are exceedingly deficient in system and tact. Your superintendent has discovered that scholarship is not the only requisite for a good teacher, but some of those who sustained themselves best in examination, have proved themselves less efficient than some who, in other respects, are their inferiors. *The State Normal School* system, if adopted and well managed, might, perhaps, remedy some of the evils of which there is ground of complaint. Our teachers are generally interested in their business, and ambitious of success.

MERCER COUNTY.

HAMILTON TOWNSHIP.

I noticed with satisfaction and approbation that the *Scriptures* were read in all the schools.

It would have been gratifying to have recognized more zeal and interest manifested by trustees in some of the districts. Much responsibility is attached to these officers, more especially when an inefficient and unqualified superintendent, like the present incumbent, has been chosen. To the care and charge of trustees then devolves your dearest interests ; to these then you have to look for zealous and efficient action. Select such as will have an ambitious emulation to obtain the best and most competent teacher, anxious to exhibit the best school, and report the greatest advancement. Such a spirit of emulation, participated in by the inhabitants of each district, would be regarded as effecting the most happy results. The unaided, single-handed services of the superintendent will avail but little. The united, zealous and constant efforts of a board of trustees, being more nearly and personally interested, would accomplish much.

The question, "*Do parents visit your school?*" has been asked of every teacher. It has been deemed a matter of much importance by those who have had the most experience in teaching, that parents would do much good by occasionally visiting the schools ; it would encourage and strengthen the teacher in his position, by a community of feeling between him and his employers ; their presence would stimulate their children to application and perseverance. I regret to state that a negative answer has almost invariably been given ; yet I cannot believe that there is so much indifference and apathy of feeling on the subject as the reiterated negative would seem to imply. It seems that the "*custom*" has never prevailed here as it has in

some other states ; let it once be adopted, and it is believed that the beneficial results will be apparent and duly appreciated.

It is with no small degree of satisfaction that I am able to state that there are unmistakable evidences of a progressive improvement in the condition of nearly all of the schools in this township. The teachers generally manifest an anxious concern to discharge their arduous duties with industry and faithfulness. In every instance they gave your superintendent a cordial reception. Their deportment has been exemplary and respectful, and they replied to all interrogatories with promptitude and candor.

It is clearly observable, on the whole, that a higher appreciation relative to public schools is constantly gaining ground in public opinion ; and, hence, in addition to what has already been achieved, we may have much congratulation in anticipation of a prospective improvement—a prospect abundantly cheering and sufficient to stimulate to further exertions in a cause fraught with such momentous consequences to the young and rising generation.

HOPEWELL TOWNSHIP.

The township having resolved, at its last town meeting, to raise no money for school purposes, believing that the present system of taxation is unjust, onerous and oppressive ; and until such a modification of the system shall be made by the legislature, as shall cause its burdens to fall more equally upon the people, the rising generation must be deprived, to a certain extent at least, of those benefits which, under other circumstances, they ought and would enjoy. I would, therefore, suggest that you recommend to the legislature such a modification of the law as shall cause the taxes to be levied upon all persons according to their actual worth, thereby obviating the objections to the present system, and securing to the young and rising generation the blessings of that system which it was the design of the legislature they should enjoy.

Although there appears too much apathy and indifference,

both among the inhabitants generally, as well as the trustees, in reference to the important subject of common school education, yet it seems to be attracting more attention, and its importance appears to be more sensibly felt.

NOTTINGHAM TOWNSHIP.

As reported by my predecessor, the tuition is entirely free, the scholars in general providing themselves simply with the requisite books. The studies of natural philosophy, algebra, geometry, and vocal music, have been introduced with success during the past year, and it is believed with great advantage to the school. The scholars manifest a warm interest in these branches, and, though the last possesses not the practical utility of the others, it is hoped that it will contribute to refine the feelings—the culture of which should not, as it too frequently is, be lightly regarded. By the introduction of these studies, the character of the school has been elevated. Too much praise cannot be awarded to the principal, Mr. J. Roney, and the female teachers who have aided him, for their unceasing exertions in behalf of the charge committed to their care. To them belongs the credit of placing our school on so respectable a footing, as to compare favorably with other similar institutions in the state.

EAST WINDSOR TOWNSHIP.

Could a sufficient amount of money be raised, either by the township or by the law of the state, to afford a full compensation to competent teachers for all scholars that might offer themselves, I believe that it would be followed by the happiest results. Although some few townships in New Jersey may evince the proper spirit for the advancement of education among the masses of the community, yet this spirit will never show itself among the majority of the townships until we can literally have *free* schools, taught by teachers properly qualified.

MIDDLESEX COUNTY.

*Report of J. F. HALSEY, as County Examiner for the county of
Middlesex, New Jersey.*

After long waiting for my fellow examiner, Dr. Howe, who was prevented from duty by the protracted sickness and death of a daughter and absence from home, I met with him the teachers of the adjacent townships, at New Brunswick, in July ; since which time I have attended meetings for examination three times at Rahway, twice at South Amboy, once at Monroe, and once also at New Brunswick ; besides attending to the private examination of six teachers, who could not be at the places of appointment, or had but recently entered the county.

When in company with Dr. Howe, we have merely renewed the teachers' license of those whom we had examined the year before, as this was the construction he put upon the law relative to the licensing of teachers. I have, however, uniformly re-examined the same teachers I licensed the last year, presuming that the intention of the law was to elevate the character and requirements of teachers, from the very fact that an annual examination was required ; and I saw not how the spirit of the law could be attained irrespective of a re-examination.

I should like to be instructed on this point, and it may be that other county examiners need light upon the same. Permit me to add my experience as to the beneficial tendency of a strict construction of the law. I have uniformly found the old teachers appear to much better advantage under a second examination—they were less confused, their answers more pertinent and comprehensive—they seemed more ready to ask and receive advice from your examiner—they seemed universally to approve of the law—to apprehend and appreciate its intention *as honorable to teachers* as it would be, if rigidly enforced, advan-

tageous to the schools, by elevating the standard of a teacher's qualifications. They seemed to have fortified themselves on the defective points brought to light by a previous examination. Now, if the law contemplates only a renewal of the annual license, based upon the first examination, is it not to be feared that the duty of a county examiner will soon become a mere form, and our teachers will become remiss, because the state is satisfied with but little more than a compliance with its forms?

I found a growing anxiety among the teachers to know when the state would furnish them the benefits enjoyed in some other states, viz: those which must flow from a good State Normal School. Some of our teachers are so conscious of their deficiencies that they would gladly avail themselves of the privilege of attending its instructions, could they be had.

Yours, truly,

J. F. HALSEY, *Co. Ex.*

PERTH AMBOY TOWNSHIP.

The present board of trustees have, with becoming energy and enterprize, repaired the school rooms and fitted them up in a manner that begins to do some credit to the name of a public school; and we cannot but anticipate a decided improvement in all that appertains to it. I think there is a better and more practical spirit beginning to manifest itself in behalf of public instruction—a sense of deficiency, a deepening conviction that more should be done, together with a determination that it shall be done—a general willingness to be taxed a larger amount for the public school, if only the system can be improved, and their children better taught. “Give us,” they say, “abler teachers, and we will support them.” But where shall we get such teachers, is a question of no easy solution. Our state needs an efficient Normal School, to meet the growing demand for teachers of a higher order.

You will notice in my report, twenty-one colored children *untaught*. I know of but two who attend any of the private schools,

and yet society will be the sufferer if any of this score of colored children grow up uneducated. The state tax, to defend itself from this young platoon of, it may be, future convicts, and to support them when caught, may be ten fold, if not an hundred fold what would now be requisite to make them good servants to society, by giving them a suitable education—to load their consciences with a becoming fear of God, and kindle in their hearts a feeling of love for man. Would it not be desirable that there should be some state action in view of this class, whom the law requires to be annually enrolled by each board of trustees, and reported to each town superintendent throughout the state, and, judging from our own town, for what practical or beneficial purpose?

PISCATAWAY TOWNSHIP.

The interest manifested by the inhabitants of this township has evidently increased during the past year. They are looking to the public schools as the sources from whence their children must necessarily derive all or nearly all their education; and it seems to be their intention to make their schools fit for the reception of all the children in the township, and to procure teachers qualified to impart instruction not only in all the branches of a sound education, but men of strict moral integrity, capable of furnishing an example to the children placed under their control. An association of teachers has been formed in this township, holding monthly meetings, at which subjects connected with education, and forms of school government, are introduced and discussed. These have been found both pleasant and improving. All the teachers employed have been examined and received licenses. I have visited all the schools quarterly, spending half a day in each, and examining all the classes.

MONMOUTH COUNTY.

MIDDLETOWN TOWNSHIP.

The schools generally have been conducted by competent teachers, and, with an exception or two, are in a prosperous condition. Several of our schools are attracting attention as *Normal* schools; and, indeed, as such, I could have no hesitation in commending them to the public. The interest in the subject of education is becoming much more general and lively. It is attracting more than ever the public regard as an essential element in the prosperity and happiness of the body politic. More attention is bestowed in making our school houses attractive and comfortable; money is more freely expended; well qualified teachers are in demand, and those below *par* are very *uncurrent*. These, and many other things, are regarded by us as encouraging signs of the times.

We have experienced some difficulty in administering the *law according to the letter*, as various constructions are put upon it, according to the convenience and notions of those to whom the money must be paid—nearly, if not quite all agreeing that “purposes of education” includes the purchase of books, wood, brooms, and the building and repairing of school houses, etc. If the present law could be so amended as to state definitely the object or objects to which the money is to be applied, it would, to say the least, be a great relief.

SHREWSBURY TOWNSHIP.

I could wish that it was in my power to report a larger number attending school, and a more signal improvement in the condition thereof. I am happy, however, to state that the attention of the community seems to be waking up, and directed to the importance of schools, their defects and wants. As an

evidence, there has been a great improvement in the construction and arrangement of school houses and the appurtenances. Most of the old ones have been demolished, and their places supplied with good, convenient and comfortable school rooms. A great change is also being made in many places relating to the order and neatness of said school rooms—an improvement by no means unimportant, if we wish our children to imbibe habits of system, order and cleanliness; for there is much truth in the sentiment, “as is the teacher so is the school.” If the teacher be slovenly and careless, the pupil will soon form the habit of doing the same. It is not probable that the child will rise above the standard set before him, for this will be continually drawing his eye and his attention downwards—even while some innate promptings might be urging to a higher point of excellence. As it respects the qualification of teachers, there is one defect I have found, though not universal, yet entirely too common. I refer to penmanship. In many cases I have found them well qualified in other respects but very deficient in this. I am inclined to believe that there is not sufficient importance placed upon this branch of education. I regard it as a very important acquisition to a scholar to write well; and a person can never attain to any great degree of eminence, at least as a business man, without this qualification. The system of examination, though denounced by some, (principally incompetent teachers and others not adequate to appreciate its merits,) is operating admirably in securing a class of competent, moral and respectable teachers. Although I have been obliged to reject but few applicants, it has doubtless refrained many from presenting themselves, and turned their attention to other and, to them, more appropriate pursuits. In a few instances, from the solicitation of the patrons of some of the schools, I have given a partial license (giving liberty to teach in certain schools only) to individuals of rather superficial attainments, on account of the alleged inability of the inhabitants to employ competent teachers. But these erroneous notions are giving way, and the people begin to see that their interest is enhanced by employing teachers of a different class, though it be at a higher

price ; and some of these same schools now employ competent teachers ; and in a short time I think, if the system remain in operation, that class of teachers to which I refer will become extinct. I would say, however, in closing, that after a careful examination of our schools for nearly two years, I am satisfied that a gradual improvement is going on therein ; though I am aware that there are those who aver that no improvement has been effected, and that all the labor and expense which have been directed to that purpose have been bestowed in vain. But I would simply inquire of such, in what direction they have looked for improvement ? Have they searched in the right place, or placed themselves in the right position for observing it ? Have they been in the schools and sought for it there ? I am aware there are many discouragements which those engaged in this great and good work have to encounter ; but surely, with such a beginning, with any prospect of ultimate success, though remote, must inspire one with zeal too strong and indefatigable to yield readily to discouragements, although they may proceed from a quarter from whence we might least expect them. Indifference, and even opposition, must be encountered for a time ; but the law, if permitted to stand, will vindicate its claims, and reward all efforts to give it efficiency and success.

FREEHOLD TOWNSHIP.

The superintendent thus concludes an excellent report : “ It will be seen that no money has been paid to district No. seven ; the reason is, that the trustees of that district employed, in the summer, a teacher of intemperate habits. Viewing the law as I do, I could not license him. That district has now a good teacher. You will oblige me if you will inform me whether I was right, and carrying out the spirit of the law, by refusing to license a man of intemperate habits.”—(*See section on licensing teachers.*)

MILLSTONE TOWNSHIP.

The school houses are generally in good repair; they are framed houses, and have play-grounds attached. In my opinion the character of our schools is greatly improved. Some of the trustees have attended me on my visitations to the schools, and taken an interest in the examination.

JACKSON TOWNSHIP.

So long as public school money is apportioned as it is now, and there is so little of it which reaches us, so long will our schools continue to drag on, or remain without perceivable benefit.

MORRIS COUNTY.

ROCKAWAY TOWNSHIP.

I almost despair of being ever able to bring about the very desirable result of having every school supplied with a thoroughly competent teacher. I have the satisfaction, however, of being able to say that, in half at least of my schools, excellent men have been employed, and in those districts there is reason to believe there will be no falling off in future. It is hardly necessary to repeat what has so often been brought to your notice, the defect in the law regarding the building of school houses. On account of the want of proper provision for such purpose by tax, or the appropriation of public money, no suitable buildings are now owned, or in use, in two of the districts

in this town; both of which have their full share of children, who stand in the greatest need of instruction.

MENDHAM TOWNSHIP.

In making this annual return of the condition of the public schools of this township, the superintendent most gladly avails himself of the privilege of reporting progress. But for some untoward circumstances, involving the integrity of the teachers, in regard to their contracts in two districts, the dismissal of one teacher, who proved to be incompetent in one of these, and the death of one of our female teachers, in another district, all the schools would have been kept open during the year, except one. Still the average time is higher than during any previous year since the adoption of the first school law, with the exception of last year, when it reached ten months and two-thirds; and the proportionate number of children that have attended school, exceeds by far the numbers returned during any previous year. The last report gives two hundred and seventy-four children taught, out of four hundred and five, reported as belonging to the several districts. We now have four hundred and seven out of four hundred and forty-one.

In the character of the schools, and the competency of the teachers, the superintendent believes there has scarcely been deterioration in any, with the one exception named above, while some give good evidence of improvement; and, without designing to be invidious, he takes pleasure in according to the central school that meed of praise which it has failed to secure for some years past. Fifteen teachers have been employed during the year, embraced in this report, viz: ten male teachers, and five female, of whom five males and one female are now occupied in the schools.

The good people of the township are beginning to give some evidence of increasing interest in public schools, as is manifested in their demand for better teachers—their willingness to pay a higher rate of tuition, and especially in the fact that they

have doubled the amount of their tax for the support of schools; and, in one district, heretofore reported as occupying a house wholly unfit for school purposes, comfortable repairs have been made, and the internal arrangements so greatly modernized and improved, as may well shame most or all the other districts of the township. The introduction of a uniform system of class books, begun last year, is about to be completed.

The superintendent cannot forbear, in concluding this report, to repeat a suggestion made last year, with regard to the time of making these returns. It is so entirely out of joint with all the rest of the machinery, as to render it most difficult if not impossible, to give correct statistics; whereas, if required to be made immediately before the annual town meeting in April, it would be equally valuable in the estimation of the succeeding legislature, and far more acceptable and effective with the people of the different townships, to whom it is to be read.

MORRIS TOWNSHIP.

The school houses are generally kept in good order, though it would not be amiss to pay more regard to taste and comfort, especially so far as relates to shade, and furnishing backs to the seats for little children. In most of the schools the children are kept very busy, which prevents much punishment; but in some the youngest children would be benefitted if indulged with a slate and pencil, and allowed to improve their own hands either in writing or drawing. At least it is desirable to give them some agreeable occupation. Some of Holbrook's apparatus for schools would be very useful.

The moral influence is generally good; the Testament is read in all the schools. The teachers are generally well qualified and industrious. Many children sustain a serious loss by their irregular attendance, and both the teachers and the children would be greatly encouraged if the trustees and parents would appear to take a deeper interest in the schools.

If some arrangements could be made by which the town

superintendents could report from *April to April* each, during his whole term of office, I presume the reports would be more satisfactory, especially that part which is from December of the last year, to April of the current year.

PEQUANNOCK TOWNSHIP.

During the past year improvement in the character and condition of the schools generally throughout the township has been manifested. As will appear from the annexed report, the schools have been kept open a longer time, and a greater number have received instruction. Early in 1847, steps were taken to establish uniformity in the books to be used in our schools, at the same time having regard to their utility and adaptation to the purpose, and thus far it must be admitted, that far greater success has attended the effort than was at first anticipated. But it is evident that the object of the law cannot be fully realized without the continued exertion of the town superintendents. Uniformity in each school is not only desirable, but necessary, and uniformity throughout a township may be attended with advantages; but whether, if such uniformity could be extended through a county, it would be attended with any particular advantage except a monopoly to certain authors and publishers, is a matter of doubt. The books in use in our township, are Webster's and Town's spellingbooks, Town's Analysis, Smith's Grammar, Smith's Arithmetic, Adam's Arithmetic, McGuffey's series of reading books, the Testament, Morse's, Olney's and Mitchell's Geography.

But good books are not all that is needed to advance the utility of our public schools. A change is greatly needed in the characters and qualifications of teachers. And how can such change be made, is the important question. The means are certainly in a great measure in the power and control of those entrusted with the supervision of our schools. Let the town superintendents exert themselves to make the people sensible that, in order to have the services of well qualified

teachers, they must be willing to give a suitable and sufficient compensation. And let them use greater care in the granting of licenses, in all cases giving the preference to qualified persons, who intend to devote their time to teaching as a business. If at some central point, in different sections of the state, organizations could be established, whose object should be to furnish to qualified teachers information of vacancies in school districts, and to which the trustees of districts wanting teachers could apply, it would greatly facilitate the introduction of qualified instructors. As it is, many districts, when vacancies exist, often employ a teacher of only ordinary capacity, for want of an opportunity to secure the services of one better qualified. I have appended these few remarks to this report, hoping that through your exertion attention may be called to the subject, and something done to obviate the present difficulties.

JEFFERSON TOWNSHIP.

In addition to the above formal report of the state and condition of schools in this township, I add briefly that a manifest improvement has been made since the report of last year, in the regular attendance of the children at school, in the interest of the trustees, in the progress of scholars, and also in the condition of the school houses. We hope that the improvement made during the past year, may be increased until these annual communications shall possess some further and greater interest, both to the reporter and to the Superintendent of the state.

PASSAIC COUNTY.

WAYNE TOWNSHIP.

I will here state that I have visited each school once in each quarter and examined into the mode of instruction and progress of pupils. Having disposed of these statistics, I shall now venture some thoughts concerning teachers and their qualifications in general.

The principle contained in the proverb, "As priest so people," has wider range and greater influence in matters of education. The teacher is "the all" in the school, and the flexible young minds soon sway to his measures. Our teachers are young men, their capabilities respectable, and for the most part, their zeal and interest in their work is commendable. But, as I conceive, mere familiarity with the branches taught, does not constitute a teacher. He must have such a range of knowledge—such powers of language—such a fund of illustrations, drawn from familiar scenes, that the dry, abstruse principles of arithmetic, grammar and the like, may have shed about them an attractive light, so that the young eye turned to it will receive an image which will burn its impress into his memory and abide therewith to delight him. The term "hireling" is hurled with reproach, often at the members of another profession, but is it not too frequently the case that he who stands on the high vantage ground of moulding immortal minds, has no other interest or sympathy for them than so much per quarter—no other motive or pleasure in his work, than the hope that it may subsidize his advancement in the dollars? Let all such go where gold grows and there gloat over it to

their heart's content, while we look for a sketch of a model master, and earnestly implore that there may be more of them. His mind having been stored by instruction, reading and observation, with various knowledge, and finding pleasure in the working of his intellectual system—he casts about till at length opportunity offers for the exercise of his propensities. Having looked well to the character of the people and ascertained that their peculiarities are such as will harmonize with his views, he settles down in his unobtrusive employ, reckoning on a generation to rise under his guidance, whose minds shall have lineaments of his own and in whose intelligent converse, when men and women, he shall find his pleasure and his praise. He has a specific, set purpose. He is devoted to a particular work. *It* is his calling, and *no other*; and he intends to do the utmost in it. His comprehensive plans take in means for conciliating the parent—interesting the child, whether he be dull or gay—providing the best helps and encouragements. And here he does not stop at a small personal sacrifice. Is there an uncouth parent who has a gem of a child; or is there listlessness concerning books and other helps to learning? To the one he applies his liberal purse, and draws out the other by his bland words. And in doing thus, he finds his own profit. Thus the ties become more firm between him and his pupils—thus he may hold on to finish his work, to his own honor, and the benefit of the taught; while less liberality and courtesy might send him tramping at the end of each quarter—to be known every where—to be respected and revered nowhere.

Men such as we have attempted to describe, used to be in our communities—some such there are still—holding an influence and reverential regard, second not even to the man of God. But, alas! in their room has come over a hungry herd, who stop only for what they can gather, and when they go carry away with them the confidence of the parent and child that our present system of schools will ever yield a solid, well digested education. Men who have a heart for the work must

be trained to it, and continued in it ; and this tide of ephemerals, who have no relish save for the pay, and not an idea "out of the book," must be suffered to drift by.

In conclusion, let me say that the schools in our town are gradually looking up. The amount of pay which they yield should command respectable talents and due zeal, but the possessors of such requisites are hard to be found. Send us some three men, who are calculated for the work.

SUSSEX COUNTY.

Report, in part, of the Committee appointed by the Sussex County Educational Society, to examine the school houses in the county.

Your committee has, in part, attended to the duties assigned him, and is prepared to give but a partial report. A full description of all the school houses in the county would form a repeating series, consisting of some three or four classes ; to describe one of each class, is to describe the whole. Your committee can say, with perfect confidence, that there is not a school house in the county fit for the purposes to which it is appropriated. There is a radical and essential defect in every instance, though some are more defective than others. From a critical examination, it seems that a correct idea of the true object of these buildings never entered the minds of the projectors or supporters of them. There are four things that should not only be aimed at, but effected, in the construction of every

house designed for the education of our children. These are, first, *a healthful physical development*; second, *a vigorous intellectual development*; third, a development of *correct moral principles*; and, fourth, every thing about them should be *attractive* to the young mind. *Not one* of these ends is now accomplished by any school house in Sussex county. If the *location, structure and fixtures*, both external and internal, are the true criterion by which to judge, the prominent idea of the projectors of these houses was simply to form a secure enclosure that would confine their children in a given space, for a given time, without any regard to comfort, health or morals; but in some instances they have failed even in this. The imprisoned urchins, with a commendable indignity, have disdained doors and windows, and made their egress through the gaping sides of the shattered building. The Woodbourne school house, in the township of Wantage, may be taken as a specimen of the first class. It is a framed house, painted white—the external appearance is very neat—it has a good entry with but one entrance for all scholars—the windows let down from the top, the only instance of the kind I have yet found—the seats are better than are usually found—the backs are too straight for the comfort of the scholar. There is no black board in the house—there is a chart of sentiments and regulations, and a pictorial alphabet. The house stands at the corner of the roads, within a few feet of where wagons pass. There may be classed with this, though varying in some few particulars, about ten other school houses in this county, and these comprise the eleven best school houses in the county; yet they are, every one of them, defective in the grand essentials of school houses.

First.—They are generally located near the highway, or where several roads meet, which is often an annoyance to persons and horses in passing, while the noise and dirt, and diversion of attention is vexing to both scholars and teacher. There are no play-grounds, except the public streets—the very place where scholars ought not to be.

Second.—The walls are too low, and the rooms too small, for

the numbers usually assembled. There should be at least one hundred and fifty cubic feet of air for every occupant of the room, to afford healthful respiration, but in our best school houses, they average only from fifty to eighty feet, which is an ample cause for the lassitude and frequent sickness of the teacher, and for the dullness and stupidity of the scholar, and the obvious results from this cause is generally charged to the inefficiency of the teacher. If scholars are steadily confined for a long time in our school houses, their constitutions gradually and SURELY give way, and they become enfeebled for life; and the reason why *any* pass through unscathed, is owing to their *irregularity* in attending school, which is fatal to their scholarship; so that our children, in districts where they have the best school houses, are driven to the necessity of choosing between learning and debility on the one hand, and ignorance and health on the other.

Third.—There are no facilities for ventilation, except such as the shattered condition of the house affords. In most cases the children are compelled to suffer with cold or inhale impure air. Another defect is in the structure of the seats; they are generally too high for small scholars, and their feet hang dangling in the air. All who have any knowledge of the structure of the human frame, and the circulation of the blood, know the disastrous effects of this position upon the limbs of children. Another defect is the want of *backs* to the seats—in many and most cases there are none at all, and in some of the houses above named, one narrow strip of board composes the back—so high, that it comes against the top of the shoulders or back of the neck, instead of the small of the back. In some of the houses already named, your committee has seen children get off from these seats to walk across the floor, when it required considerable time and effort to straighten up and resume their natural form. Another deficiency is in the almost entire want of wood houses; green wood must be dug out of the snow before the first fire can be made to warm the house; hence the children suffer with the cold in the forenoon and with the heat

in the afternoon. These are some of the defects in the structure of the best school houses in the county, in reference to the single item of health. Another defect is, that the seats are generally so arranged that a scholar cannot leave his seat, or the teacher approach the scholar, without disturbing several others. Another defect is, that the children of all ages and both sexes, are congregated together, without the possibility of yielding to the ordinary calls of nature, except at the expense of unavoidable violations upon every feeling of delicacy and shame. In most cases, there is no building appropriated to these purposes, attached to our school houses; and so far as I have noticed, there are none with a separate apartment for each sex. It is not unfrequently the case, that the covert of a stump, or tree, or stone fence, is all the shelter afforded to children to screen them from public view. Under these circumstances, our children are obliged to spend the greater part of the year. Here the first lessons of human life are learned—here is imbibed the elements of future character, and received the stamp for manhood—here the incipient springs of action are planted and nourished, and partially matured—here are learned the first rules of social intercourse—and here is formed the permanent basis of future character. In *such* a place the *boy* is moulded for the *man*, and shapes the course of his future career. Under *such circumstances* and to such an ordeal must the instinctive delicacy of young females be subjected and matured. Is it strange, that under these circumstances, all the lessons instilled by judicious parental precept, should be in part or wholly neutralized at our district schools? Is it strange that in so great a portion of the community it is so extremely difficult to elevate the standard of virtue?—and need we wonder that so many of our children early acquire a disrelish and repugnance to every thing connected with the district school; and that parents who have any regard for the health and happiness and virtuous development of the character of their children, should refuse to send them there?

Your committee will need much more time to give any thing

of an adequate description of the remaining one hundred or more school houses in our county, most of which are far below the standard of those already described.

NEWTON TOWNSHIP.

The town superintendents should draw the state fund and the interest of the surplus fund directly from the county collector. I can see no reason for its passing through the hands of the township collector, except it be to perplex and trouble the superintendent as much as possible. I was for one whole month this year before I could get all fixed between the county collector and township collector and the committee of the surplus fund. So far, the people of this county are very favorable to the general principles of the school law. They are opposed to county examiners, and to a state superintendent, except so far as that officer may collect and embody the reports from the whole state, as was done by the Trustees of the School Fund. They would, I think, oppose any attempt to establish a Normal School, believing that if they pay for the proper qualifications, they will assuredly get them. The great want of proper qualified teachers arises from inadequate compensation, particularly in prosperous times, and should the California mania continue, it would be still harder to procure them. As yet, the most of our schools, from the small compensation given, are occupied by single and transient men, who use it as a dernier resort, till they can advance themselves to something more lucrative; or the sons of farmers, who labor in the summer months and teach in winter, when they can hire a man to do their labor for six dollars a month. Our schools are better supplied when every other pursuit is prostrate. They were better filled in 1837 and 1838, &c., than they were the last four years.

WANTAGE TOWNSHIP.

By comparing the statistics of the present year, with those forwarded to you by the superintendent of last, it will be found that then ten districts were destitute of schools, while but three are reported as destitute this year. Again, from the statistics, (and other information which I have gained,) twelve schools were open six months, and the remainder from nought to five months; while at one time during the past summer, twenty-three of the twenty-four schools were in operation. Sixteen have been open six months, one five, three four, and three three months; and the same proportional increase may be found in the studies introduced and the number pursuing them. These indicate that the spirit of improvement is at work, and if properly encouraged will raise our schools to meet the high and advancing demands of the age.

But shall we stop here, while so much remains yet to be done? The State Superintendent will not understand that Wantage is destitute of those who feel deeply interested and are willing to do all they can to better the condition of their schools. There are those in every district who deplore the want of interest on the part of the majority, and are looking forward to the time when the blessings of a general education shall be known to all. These have welcomed the Superintendent to their schools, their homes, and to their hospitality.

SPARTA TOWNSHIP.

It has occurred to me that one difficulty might be avoided if the law was so amended as to require every individual who proposes to teach, to be examined and get a license before taking any school; so that the first question put to an applicant for a school shall be, "*Have you a license?*" Many of our schools are taught by persons who do not present themselves for examination until a whole quarter is closed.

In conclusion, allow me to say, as I have not received any

blanks, and have had nothing but the law to guide me, this report may, and doubtless will, be found deficient in many particulars; but, such as it is, I respectfully submit it.

SOMERSET COUNTY.

The board of examiners and visitors of public schools to the State Superintendent, report :

Since the fifteenth of December last, we have examined and

Re-licensed	33	teachers	}for 12 months.		
Licensed	25	"				
"	6	"		"	6
"	3	"		"	4
"	1	"		"	3

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of whom twenty were females; and we have rejected two.

We have attempted to raise our standard of requisition a little higher during the past year, but have not attained much in that respect. The class of foreign teachers are of a better class than heretofore, and we are satisfied there has been a marked improvement in most, if not in all, of those whom we have examined a second time for re-license. A second examination we have generally insisted on, and only remitted where the applicant has been under our own observation during the year.

We have visited the townships, and had monthly meetings, as aforetime.

The town superintendents have been ready any time during the year to attend a convention, if you had called one.

They have had two meetings during the year, at the last of which they unanimously passed the following resolutions, and desired me to transmit them to you :

First.—That restriction upon the amount to be raised by the townships for the support of schools, should be removed.

Second.—That our representatives in the legislature be requested to urge the removal of that restriction from townships in Somerset county.

Third.—That the State Superintendent be requested to publish in his annual report, such extended abstracts from the reports of town superintendents as in his opinion would be likely to promote the cause of our schools.

Fourth.—That the board of examiners be earnestly requested not to license a teacher who commences a school before he has applied for a license to teach, unless he has done so with the consent of his town superintendent.

Fifth.—That the thanks of these superintendents, and of the community, are eminently due to the gentlemen who have acted as examiners for two years past ; and that in the opinion of these superintendents, the best interests of our schools demand a continuance of a board of examiners, appointed by the board of freeholders.

The town superintendents this year are the same as last year, except in Warren, where W. B. Alward has taken the place of Mr. Harris.

It is also an opinion, from which none of us dissented, that all the duties of town superintendent, except the disbursement of money, might be advantageously performed by county examiners, requiring them to visit the schools ; since one man qualified for the duties of such an office is more readily found than one for each township. The same compensation now paid to several, would justify one in giving his whole time to it, and the proper place of judging of the capabilities of a teacher is the school room. The superintendents are not in the habit of attending our examinations, except when we come into their townships, and are, therefore, less acquainted with the teachers than they should be.

ABRAHAM MESSLER.

CHRISTOPHER C. HOAGLAND.

FRANKLIN TOWNSHIP.

The review of the above statistical table gives us a most gratifying view of the improvement made in the township during the past year.

It affords the best of evidence that there is an increasing interest in the subject of education, on the part of parents and guardians. Whilst the number of children between the ages of five and sixteen, has only increased by fifty-eight to the thousand, the number found on school register is more than double that reported last year, and the average attendance is also doubled. Last year scarcely one-third of the children in the township were receiving the benefit of instruction in our common schools. Now over one half are included in the average above reported. The standard of education has also been raised. Formerly it was considered a sufficient education if the children were instructed in the branches of spelling, reading and arithmetic, and the trustees of many schools positively instructed the teacher that he should confine his attention to these branches alone. When we made our first visit through the schools, in 1847, we found but five schools in which geography had been introduced, and only four where any pretensions were made to give instruction in grammar and the art of composition. Whilst, then, the report shows that increased attention has been paid to the primary studies, the number of readers having increased from two hundred to five hundred and forty, and the arithmetic pupils now numbering three hundred and thirty-six, instead of one hundred and fifty, it also evinces that prejudices against the higher branches of education are being removed, and that the fears of "having too many irons in the fire," may properly be entertained in the blacksmith shop, but not in the school room. Here it is found experimentally to do no harm to have *poker, shovel and tongs* all at work, or to forsake such phraseology, it is found by the children that a variety of studies not only excites a love for learning and a thirst for knowledge, but proves

a pleasant recreation from the ennui, and want of interest superinduced by continual application to a single pursuit. Geography is now taught in all our schools; grammar in all but two, and other branches in proportion.

It is not with a view to self-glorification that your town superintendent thus speaks of what has been accomplished in advancing the cause of education in the township. Whatever gratitude may be due to him for his honest endeavors in this work, he does not feel disposed to laud himself, but rather to ascribe much of this improvement to the labors of the *county board of examiners*, to whose indefatigable exertions and courageous rigor in excluding the unqualified, the township is greatly indebted for its present supply of competent and spirited instructors. If any change should be contemplated in the school laws, your town superintendent thinks it should be such as to make it *imperative* upon each county to appoint such examiners; as their faithful discharge of the duty of examining teachers is more necessary to success in the cause of education, than the humble labors of the town superintendent.

In our school houses, too, we discover the spirit of progress. Some of them have been entirely remodeled; the inside arrangements, by substituting desks facing the teacher's platform, for the forms formerly fastened around the walls. In some, Mitchell's outline maps may be seen adorning the walls, and giving a tasty and business-like appearance to the school apartment, and nearly all are kept in good repair. Trustees are now sometimes found in the school room during school hours, encouraging and examining the pupils, and looking after their wants. Much then has been done, and yet more remains to be done. To secure still greater attention on the part of parents and guardians, so that a still larger proportion of our children may be found receiving education, to accomplish greater results in elevating our schools to the rank which they ought to assume as the colleges of the people, and to obtain a more spirited and intelligent discharge of the duties of both teachers and trustees—for these objects we feel that there is much occasion to labor on, especially as we have past success as an incentive to future exertion.

BEDMINSTER TOWNSHIP.

Considerable improvement has been made in a number of our school houses. Trees have been set out, and a deeper interest awakened in some of the districts.

Better teachers are generally employed, and a system of teaching adopted which calls into exercise the faculties of the scholar. We have two schools in the township which are really good; much, however, is still lacking. One of our great difficulties is the change of teachers. It is a rare thing for a teacher to continue more than two quarters in a school. The effect of this variety of instructors is obvious.

Two of our schools have not yet been opened. They are very weak, and not near enough to the school house of a neighboring district to be conveniently joined to such district.

On the whole, there is a better state of things evidently than existed before the adoption of the late school law. The licensing our teachers, and the quarterly inspection of the schools, must greatly improve both.

HILLSBOROUGH TOWNSHIP.

We have erected two new school houses in the township during the past year; one upon the long established plan—the other an improved one in every respect. In size, arrangement, furniture, location, and in the spirit in which it was erected, it is well worthy of imitation—and the district is about to add a library to its other advantages.

The schools have all been frequently visited, and some success has attended our efforts to introduce a uniform set of text books. A good degree of attention has been given to this subject during the past year.

I cannot say that parents have visited the schools any more than in past years—a matter too much neglected.

WARREN COUNTY.

BELVIDERE TOWNSHIP.

Our schools are flourishing—they appear to be well regulated, under good discipline, properly classed, efficiently managed—and making very commendable proficiency. In general, there are about four classes in reading and spelling—they are classed according to their proficiency. In other branches of study, they are also classed when and where admissible; classification being considered highly important in the saving of time, and being also a much more efficient manner of teaching, explaining and demonstrating. More than ordinary attention has been devoted to reading and spelling during the last year; believing that we cannot have intelligent readers unless we have good readers; neither can we have good readers unless we have good spellers. These two primary branches we believe have been heretofore, and are still, too much neglected. In fact, constant, persevering and thorough drilling, is found necessary in every department of primary education; and, although we have room for more zeal, more action, more efficiency and greater improvement, still we feel that we have done something, are trying to do more; and, on the whole, we feel that our teachers have been indefatigable in their exertions—faithful in the discharge of their duties—and that they appreciate, to a greater or less degree, the great and momentous responsibility resting upon them; and, when we consider how unnaturally, how unjustifiably our schools have been neglected by a Christian community, by trustees and by parents—for not a trustee has been in at any one examination during the year, and only twice have there been present any of the parents—we say, when we consider how little attention, how little of care or interest has been manifested by those who are, and who should be deeply interested, our teachers and the condition of their schools are worthy of much commendation. One of our school

houses, built of stone, has two rooms, one above and the other below, (a decidedly bad arrangement,) for the upper school disturbs the lower one very much. The rooms are tolerably well seated—benches for small scholars are low, and have backs—well warmed with wood stoves—no smoke—kept neat and cleanly, with ceilings, however, entirely too low ; play-grounds connected with the house, and shade trees growing in and around them. The other school room is in the basement of the Presbyterian church—as pleasant a room as an under-ground room can well be ; yet it is a very improper place ; not admitting of proper ventilation—too little of cheerfulness—too much of the under-ground, solitary, prison-like aspect—altogether unsuitable and uncongenial to the buoyant, cheerful, frolicsome young spirits, therein doomed to learn their first idea.

Our teachers are lamentably deficient in most of the requisitions necessary for a *good teacher*. How these wants are to be supplied I cannot say. I feel that the *mind* of the public must be aroused in some way—then the people will require competent men to take charge of the rising generation. The public are not alive to the importance of a well and thoroughly educated community. But I hope the time is not far distant when we shall be permitted to see a great improvement in the condition of our common schools.

FRELINGHUYSEN TOWNSHIP.

All things considered, our schools are in as good condition as can be expected, and will probably remain as they are until the people awake to a sense of the importance and true nature of education. Here, after all, reform in this matter must begin. When they understand that education consists not merely in learning by rote certain things, or going through a certain number of books, but in the proper training of the mental powers, in forming habits of reflection and self-reliance, then may we expect to see our schools taking a more exalted position. I am happy to say that, in some parts of this township, the people are in some measure awake on this subject. Their schools are

committed to the management of trustees, who feel their responsibility, and who secure the best teacher they can in their circumstances. Nor do they stop here. Fully sensible of their duty, they visit their schools about once a month, or oftener if they can, and thus exert a controlling influence, very beneficial to their scholars. I need not say that these schools are the best in the township. This course, however, I am sorry to say, is pursued by but few of the trustees of the schools here. The majority of them never show their faces in the school from the beginning to the end of the year.

